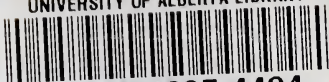


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W O R K - P L A Y B O O K S

*Reader-Manual for*  
**DOWN OUR STREET**

BY

ARTHUR I. GATES

*with the assistance of*

MARY M. BARTLETT

*Instructor in Reading*

*New Jersey State Teachers College*

*Newark*

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*Reader-Manual for* DOWN OUR STREET



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## Chapter I

### THE UNDERLYING PRINCIPLES OF THE FIRST-READER PERIOD

#### Theories of method

The theories of method underlying *The New Work-Play Books*, as explained in the *General Manual*, are based upon the following requirements:

1. Reading must be a happy experience.
2. Reading must be a broadening experience.
3. Reading must be an enriching experience.
4. Reading must stimulate growth in experience both in itself and in other activities and must so guide experience as to make it definitely educative.
5. Reading skills and abilities must be developed in proper order in relation to each other, so that the child may acquire the abilities needed in each stage for growth without confusion or conflict.

These requirements have been carefully complied with in the construction of all materials in *The New Work-Play Books*. The specific suggestions to the teacher for the treatment of each lesson are built upon these requirements.

#### Materials of the First-Reader Period

A wide variety of materials has been provided for the First-Reader Period. Specific suggestions to the teacher are included in this Manual for the following:

1. *Down Our Street*, the First Reader.
2. The Preparatory Book which accompanies the First Reader.
3. Alternate preparatory activities (for classes that are not equipped with Preparatory Books).

*Down Our Street*, the First Reader, has as its purpose to provide the child with a carefully graded series of supervised experiences in reading both for leisure and for study, in related activities, and in the systematic use of printed books.

The materials of the First-Reader program provide for the development of certain reading techniques to the extent needed and at the time needed. It is one of the primary purposes of the material of the First-Reader Period to develop all skills necessary at this period to such an extent that they work harmoniously to form adequate and well-developed abilities in reading.

In addition to the First Reader, *Down Our Street*, there is provided the Preparatory Book which accompanies the First Reader. The First Reader Preparatory Book presents every word in lower case and upper case form and with various context clues before it is encountered in the First Reader. For this and other reasons, the teacher is cautioned to use the Preparatory Book or alternate preparatory activities prior to having the children read the corresponding selection in the Reader.

A new technique, found in careful investigations to be most effective and efficient, is used in introducing each new word. This consists of an exercise in which the new word is presented in two forms—upper case and lower case. Where it is possible to illustrate the word, its meaning is also given by a picture. However, to avoid confusion there has been no attempt made to illustrate abstract words. With the new word is a story which indicates its meaning. This story or group of sentences contains no new words other than the one introduced. The text presents the word in several contexts. The picture and the text are designed to give the child as many picture and context clues as possible to use in recognizing the word. They are designed also to enrich its meaning by its use in various contexts.

After the word-picture-story unit has been studied by the child, he goes on to enrichment or co-ordinating exercises presented on the front and back of the sheet. These exercises use the new words in various contexts as well as re-use words previously presented. These exercises are designed to co-ordinate and increase the child's skills and abilities in reading. They are in no sense tests, and the child should be encouraged to use the "dictionary cards" for reference while he is working out the various exercises provided for enrichment study.

After the co-ordinating exercises have been completed, the word-picture-story unit or "dictionary card" may be cut out and filed or pasted in a blankbook alphabetically to make a "dictionary" for future reference and study. The Manual gives a number of interesting and educative uses to make of these "dictionary cards" in later work.



In the event that the class is not supplied with Preparatory Books, detailed instructions and suggestions are given for the construction of a class dictionary whose purposes are the same as those of the individual dictionaries.

Special care has been exercised in the Preparatory Book so as to permit the child to work independently to a great extent. Although the Preparatory Book for the First Reader contains a wide variety of exercises, each type is carefully introduced and reviewed frequently. When new types of exercises are introduced, vocabulary difficulties are kept at a minimum, with the result that the child is unhampered by other problems when he is learning to undertake a new type of exercise.

In each Preparatory Book the type size and the type face are exactly the same as those in the corresponding Reader. Furthermore, the same technique of "phrase breaking" is used in the First Reader and the Preparatory Book, and the maximum length of line (four inches) which is considered desirable for readers is also the maximum length of line in the Preparatory Book.

The Preparatory Book includes a carefully graded program for developing all the important types of reading abilities and skills. Through the use of the Preparatory Book the teacher is able to diagnose any difficulties which the child may encounter.

### **Graduated stages in reading development**

Recent experiments have indicated that one of the outstanding reasons for the confusion and even failure of many children in the early stages of reading is the demand that they master too many skills at one time. Often so many demands are made that confusion and discouragement may well be expected. An outstanding feature of *The New Work-Play Books* is that the skills and abilities required in reading are introduced in the simplest and most helpful order.

### **Wide reading in books other than basic materials**

When the child has become accustomed to the techniques of attacking new words and has developed the necessary basal reading skills, he should be stimulated to read many additional books. In the early periods of reading, however, the teacher may find it advisable to supply the child with much easy supplementary reading material. Unit Readers have been developed for supplementary equip-

ment which provide for enrichment in experience without undue vocabulary difficulty. There is a Unit Reader constructed for use after each unit of the basic reading materials in the First Reader. These are so constructed as to give adequate review and further practice in reading the vocabulary introduced in the corresponding unit of the Reader, to enrich the child's experience along the lines of the general topic taken up in the corresponding unit, and to give the child some experience in working out the limited number of new words. In addition to these Unit Readers the teacher will find detailed suggestions for supplementary reading. These suggestions are placed at the end of the daily lesson plans for each unit.

### Word-recognition abilities

To be an efficient independent reader the child must acquire the following essential skills in word recognition:

1. The ability to read new words when they are introduced.
2. The ability to work out efficiently the full recognition and pronunciation of words which have not been recognized instantly during the reading.
3. The ability to recognize previously studied words with increasing ease, speed, and accuracy during reading.

In planning a program to develop these essential skills great care must be used so that the methods to develop them will not conflict with one another. The child must be given a variety of skills which harmonize with one another and which he learns to use to the extent and at the time of most usefulness.

Early in the First-Reader Period initial letter combinations or phonograms are introduced, while work with single initial letters is continued. The initial phonograms selected are those which are most easily perceived and which most frequently occur in *The New Work-Play Books* and in the common supplementary reading materials for this level. Later in the First-Reader Period, when the child is much more advanced in perceptual orientation and habits of word attack, final and medial phonograms are introduced.

During this period the child's attention is drawn to the features of words most helpful in word recognition.

The particular elements introduced and suggested for the work of the First-Reader Period are the letters and sounds of *h, l, b, c, m, f, s, t, r, p, w, g, d, n, k, j, v*; the phonograms (followed by the number of the Preparatory Book page on which they are introduced) *wh* (24), *th* (as in *them*, 24), *gr* (40), *st* (40), *er* (40), *an* (44), *ill* (48), *ay* (48), *ing* (56), *tr* (57), final *y* (57), *en* (60), *ar* (as in *car*, 70), *ed* (80), *pl* (83), *ake* (94), *at* (94), *ee* (as in *sleep*, 94), *et* (94), *ow* (as in *how*, 94), *ow* (as in *know*, 104), *sh* (114), *br* (118), *un* (as in *fun*, 120), *all* (124), *cl* (130).

## Chapter II

### DAILY LESSON PLANS FOR UNIT I—"OUR VILLAGE"

#### Topic

The main center of interest of the first unit of *Down Our Street* is the community in which Jim and Judy live. Through the gift of two bicycles Jim and Judy broaden their horizon and obtain a general view of the work of the fireman, the groceryman, the barber, the policeman, the butcher, and the baker. Throughout the work of this unit, the teacher should stress constantly the life of the community in which the children live.

The work of the first unit consists of pages 1-36 of *Down Our Street* and of pages 1-28 of the Preparatory Book which accompanies the First Reader. The sequence of lessons is as follows:

*Preparatory Book*, pages 1-16 (or alternate preparatory activities)

*Down Our Street*, pages 1-15

*Preparatory Book*, pages 17-27 (or alternate preparatory activities)

*Down Our Street*, pages 16-36

*Preparatory Book* page 28 (comprises a comprehension test based upon the stories in Unit I of *Down Our Street*)

The teacher will note that a group of pages in the Preparatory Book, or alternate preparatory activities, always precedes the reading of material in the First Reader. Through this arrangement the children work for several days with materials in the Preparatory Book, and then read certain stories in the First Reader. The Preparatory Book pages, or the alternate preparatory activities, prepare the children with the necessary vocabulary and reading skills for successful and intelligent reading in their Reader. It is vitally important for the success of the program that each group of Preparatory Book pages, or alternate preparatory activities, be completed before the corresponding stories in the First Reader are read.

In the event that the teacher cannot supply each member of the class with a Preparatory Book,

it is essential that the children be given adequate preparation through the alternate preparatory activities for the material which they are to read in their Reader. The teacher should provide herself with one copy of the Preparatory Book and will be able to devise similar means of presenting new words and efficient co-ordinating and review exercises. The teacher will find detailed suggestions in the specific lesson plans for classes without Preparatory Books. Studying the dictionary cards, reading the sentences contained in them, and cutting out and filing the cards are important steps in adequate mastery of vocabulary before reading *Down Our Street*. In the event, therefore, that all children do not have copies of the Preparatory Book, the teacher should provide similar experiences. The teacher may cut out pictures from old magazines and advertisements which can be used to illustrate the new words as they are presented. With these illustrations may be made a class dictionary. One page of the class dictionary may be devoted to each word. The teacher should paste the illustrating picture at the top of the page. Directly under the picture she should print the word in upper case and lower case forms. At the bottom of the page she may print the accompanying sentences which are presented in the Preparatory Book.

### Related activities

The following list of activities, which may be undertaken to enrich and extend the materials of the unit, will be of assistance to the teacher:

#### 1. *Topics for discussion, experience stories, etc.*

Our village

What the mailman does for us

Why it is fun to have a bicycle

How to learn to ride a bicycle

Safety rules for bicycle riders

How we can help Mother

How to express thanks for a present

## 2. *Things to make and do*

Going for a walk through the town to look at the stores

Visiting a grocery

Inviting a policeman to come to school and talk to the children

Finding out what the fireman does

Building a small town

Building a grocery store

## *Unit I—Part 1*

A. PREPARATORY BOOK PAGES 1-16 (PREPARATION FOR PAGES 1-15 OF "DOWN OUR STREET")

### Page 1

#### *New Words*

our	mailman
village	come

### Minimum repetition

The following list does not indicate all the appearances of each word, but only the pages on which the first five appearances occur in the *Preparatory Book* and in *Down Our Street*.

our:	<i>Preparatory Book</i> , page 1, 1, 1, 1, 1.
	<i>Down Our Street</i> , pages 1, 6, 8, 9, 11.
village:	<i>Preparatory Book</i> , page 1, 1, 1, 1, 1.
	<i>Down Our Street</i> , pages 1, 5, 7, 8, 9.
mailman:	<i>Preparatory Book</i> , page 1, 1, 1, 1, 1.
	<i>Down Our Street</i> , pages 3, 3, 3, 3, 33.
come:	<i>Preparatory Book</i> , page 1, 1, 1, 1, 1.
	<i>Down Our Street</i> , pages 3, 5, 7, 34, 41.



As in the case of each page of the Preparatory Book which accompanies the First Reader, full directions are given to the teacher for the procedure to be used in developing the page.

If all the children have worked with the Preparatory Book which accompanies the Primer, they will be fully accustomed to the techniques of working with the vocabulary development exercises and the co-ordinating exercises. However, if there is any child in the class who has not had the advantage of working with the material of *The New Work-Play Books* during the Primer Period, the teacher should explain carefully how each page is to be used so that the child may approach his work with anticipation and with confidence in his ability.

In presenting page 1 of the Preparatory Book, the teacher may follow the procedure suggested in the note to the teacher for this page.

### Alternate preparatory activities

Using her copy of the Preparatory Book for reference, the teacher may print on the blackboard the new words and the accompanying text presented on page 1 of the Preparatory Book. The children, with the teacher's assistance, may work out the new words and prepare four pages for the class dictionary.

For the co-ordinating exercise the teacher may print the sentences of the exercise on the blackboard. She should change the instructions, however, so that the children will be able to draw the objects discussed. The children should read the sentences silently and then follow the directions.

### Page 2

#### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for this page.

The teacher will find that the words introduced on page 1 have been repeated at the bottom of the page. The teacher is cautioned against using the words for drill purpose. They are placed there to serve as a reminder to the teacher and to the children of the words which they are in the process of mastering. If a child has difficulty with a word as it occurs in the text, he should be encouraged to consult his dictionary card. *The teacher should not employ these words for isolated drill.*

When the work on page 2 has been completed, each child should cut out the dictionary cards on page 1. These dictionary cards may be filed alphabetically or pasted in a blankbook. Constant reference to these cards should be encouraged.

### Alternate preparatory activities

The teacher may print on the blackboard the sentences that are given on Preparatory Book page 2. The children should read the sentences silently and select the word which correctly completes each sentence. Various children may read each sentence aloud, incorporating the correct word.

### Page 3

#### *New Words*

has	Grandmother
Mr.	his

### Minimum repetition

has:	<i>Preparatory Book</i> , page 3, 3, 3, 3, 3. <i>Down Our Street</i> , pages 3, 4, 4, 4, 14.
Mr.:	<i>Preparatory Book</i> , page 3, 3, 3, 3, 3. <i>Down Our Street</i> , pages 4, 4, 4, 5, 5.
Grandmother:	<i>Preparatory Book</i> , page 3, 3, 3, 3, 3. <i>Down Our Street</i> , pages 4, 6, 10, 25, 29.
his:	<i>Preparatory Book</i> , page 3, 3, 3, 3, 3. <i>Down Our Street</i> , pages 5, 8, 11, 16, 20.

The teacher may follow the procedure suggested in the note to the teacher for page 3.

### Re-use of Preparatory Book page 3

When the children have completed the work on page 3, they may read the story about Grandmother again and draw a picture to illustrate the story.



### Alternate preparatory activities

The teacher may print on the blackboard the new words and the accompanying text presented on page 3 of the Preparatory Book. With the teacher's assistance the children may read the sentences and work out the new words from the context. Additional pages should be made for the class dictionary.

The teacher may print on the blackboard the text and the questions of the co-ordinating exercise found on page 3 of the Preparatory Book. The children may read the story silently, and various children may select the correct answers. When this work has been completed, the children may draw pictures to illustrate the story.

### Page 4

#### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for Preparatory Book page 4. She should caution the children before they begin their work that they are to follow the directions explicitly, drawing only what is required and making the object the color described.

### Alternate preparatory activities

The teacher may print on the blackboard the text of Preparatory Book page 4, omitting the first sentence in each group. The children may read the material silently and follow the directions. The teacher should caution the children before they begin to work that they are to draw only what is required and are to color the objects as directed.

### Page 5

#### *New Words*

street	them
oh	Gray's

### Minimum repetition

street: *Preparatory Book*, page 5, 5, 5, 5, 5.

*Down Our Street*, pages 5, 7, 11, 14, 14.

- oh: *Preparatory Book*, pages 5, 5, 5, 5, 6.  
*Down Our Street*, pages 5, 6, 6, 10, 10.
- them: *Preparatory Book*, page 5, 5, 5, 5, 5.  
*Down Our Street*, pages 6, 7, 8, 8, 10.
- Gray's: *Preparatory Book*, page 5, 5, 5, 5, 5.  
*Down Our Street*, pages 4, 4, 5, 18, 32.

The teacher may follow the procedure suggested in the note to the teacher for *Preparatory Book* page 5.

### Re-use of *Preparatory Book* page 5

The teacher may call to the children's attention the possessive form of *Gray*. She may review at this time the possessive forms *Jim's* and *Judy's*. If the children are sufficiently mature and the teacher finds it advisable, she may demonstrate how possessives are commonly formed and may assist the children to read and understand the meaning of *Mother's*, *Father's*, and the possessive form of the names of certain of the children.

### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 5 of the *Preparatory Book*. She may assist the children to work out the new words from the context. When this work has been completed, additional pages for the class dictionary may be made.

The teacher may print on the blackboard the following directions:

Draw a street in the village.  
 Mr. Gray has a store in the village.  
 Draw a store for Mr. Gray,  
 and then put an X on it.

Draw a car in the street.  
 Then draw a line from the car  
 to Mr. Gray's store.

## Page 6

*No New Words*

The teacher may follow the procedure suggested in the note to the teacher for Preparatory Book page 6.

## Alternate preparatory activities

The teacher may print on the blackboard the two stories presented on page 6 of the Preparatory Book, omitting the directions. She may substitute the following directions:

Draw Judy.

Draw Twinkle.

Now draw a line from Judy to Twinkle  
and put an X on Twinkle.

Draw Jim.

Draw Tags.

Put an X on Jim.

Then draw a line from Jim to Tags.

## Page 7

*New Words*

policeman	fire
new	their

## Minimum repetition

policeman: *Preparatory Book*, page 7, 7, 7, 7, 7.  
                   *Down Our Street*, pages 7, 7, 7, 14, 14.  
 new: *Preparatory Book*, page 7, 7, 7, 7, 7.  
                   *Down Our Street*, pages 7, 8, 9, 10, 24.

- fire:        *Preparatory Book*, page 7, 7, 7, 7, 7.  
               *Down Our Street*, pages 8, 30, 33, 58, 119.
- their:       *Preparatory Book*, page 7, 7, 7, 7, 7.  
               *Down Our Street*, pages 7, 7, 8, 13, 16.

The teacher may follow the procedure suggested in the note to the teacher for *Preparatory Book* page 7.

### **Alternate preparatory activities**

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 7 of the *Preparatory Book*. She should sketch the simple drawing presented on this page. The children may work out the new words from the picture and context clues. When this work has been completed, the teacher and the children may make additional pages for the class dictionary.

The teacher may sketch on the blackboard the simple pictures of the co-ordinating exercise on *Preparatory Book* 7. She may also print on the blackboard the text of the co-ordinating exercise on page 7. The children may read the text silently, and then various children may go to the blackboard and follow the directions.

### **Page 8**

#### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for *Preparatory Book* page 8.

### **Alternate preparatory activities**

The teacher may print the text of *Preparatory Book* page 8 on the blackboard, omitting the directions. The children may read the text and draw pictures to illustrate it. If the teacher prefers, she may work with small groups of children, permitting them to read the material in her copy of the *Preparatory Book* and indicate how they would follow the directions.

## Page 9

*New Words*

shop	what
engine	hold

## Minimum repetition

- shop: *Preparatory Book*, page 9, 9, 9, 9, 9.  
*Down Our Street*, pages 9, 9, 10, 17, 22.
- engine: *Preparatory Book*, pages 9, 9, 9, 9, 10.  
*Down Our Street*, pages 8, 17, 30, 33, 58.
- what: *Preparatory Book*, page 9, 9, 9, 9, 9.  
*Down Our Street*, pages 19, 20, 21, 22, 23.
- hold: *Preparatory Book*, pages 9, 9, 9, 9, 10.  
*Down Our Street*, pages 11, 11, 12, 12, 14.

The teacher may follow the procedure suggested in the note to the teacher for Preparatory Book page 9. If the children have any difficulty in working out the word *shop*, the teacher, in her discussion, may suggest that this word can be used in place of the word *store*. The children may name the shops in their neighborhood.

## Re-use of Preparatory Book page 9

The children may draw pictures of the shops or stores in their community and may compose simple text to accompany the pictures, or they may use text previously presented in the Preparatory Book to describe the pictures.

The children may tell about the stores and shops in their community and may discuss what each store supplies.

## Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 9 of the **Preparatory Book**. She should sketch the simple drawings presented on this page.

With h r assistance the children should work out the new words from the picture clues and the context clues. When the work has been completed, the teacher and the children may make additional pages for the class dictionary.

The teacher may print the following directions on the blackboard:

Draw a shop in the village.  
 Mother went to this shop  
 to get a chicken for supper.  
 Draw a picture of what Mother got.

Draw a train.  
 Color the engine and the cars.  
 The engine pulls the cars to the city.  
 Draw the city.

## Page 10

### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for Preparatory Book page 10. The teacher should caution the children to follow the directions explicitly.

### **Alternate preparatory activities**

The teacher may bring a toy fire engine to the classroom. The children may build a co-operative story about the fire engine. The teacher should tactfully edit the story so that the children may be able to read it with ease. In editing the story the teacher should make sure that the words *engine* and *what* occur in it.

The teacher may print the following directions on the blackboard:

Jim has a toy fire engine.  
 He likes to ride in it.

Draw Jim in the fire engine.  
What color will you make the fire engine?

Judy has a little rabbit.  
She likes to hold the little rabbit.  
Draw Judy and the little rabbit.

## Page 11

### *New Words*

barber	there
fireman	bicycle

### Minimum repetition

barber: *Preparatory Book*, page 11, 11, 11, 11, 11.

*Down Our Street*, pages 9, 9, 9, 9, 10.

fireman: *Preparatory Book*, page 11, 11, 11, 11, 11.

*Down Our Street*, pages 8, 8, 8, 8, 17.

there: *Preparatory Book*, page 11, 11, 11, 11, 11.

*Down Our Street*, pages 9, 13, 17, 34, 40.

bicycle: *Preparatory Book*, page 11, 11, 11, 11, 11.

*Down Our Street*, pages 6, 6, 6, 7, 7.

The teacher may follow the procedure suggested in the note to the teacher for *Preparatory Book* page 11. The teacher may call attention to the identical initial sound of *barber* and *bicycle*. She may also call attention to the fact that the new word *fireman* is composed of the words *fire* and *man*. It may be advantageous for the teacher to point out that it is often easy to read unfamiliar words if the child is able to find familiar words or familiar elements in them.

### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and accompanying text presented on page 11 of the *Preparatory Book*. If possible she should obtain pictures to illustrate the words



*barber*, *fireman*, and *bicycle*. If it is difficult for the teacher to obtain a picture to illustrate *barber*, she may give additional clues by telling the children that they are going to read about the man who cuts their hair. The children will then have no difficulty in working out the new word *barber*. When this work has been completed, the children, with the teacher's assistance, may make additional pages for the class dictionary. Whenever pictures cannot be found in magazines or advertisements for the new words in the dictionary which can be illustrated, it is advisable for the children to make the illustrations.

The text of the co-ordinating exercise on Preparatory Book page 11 may be printed on the blackboard, and the children may draw pictures to illustrate the sentences. If the teacher prefers, small groups of children may look at her copy of the Preparatory Book and indicate how they would mark the pictures.

## Page 12

### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for Preparatory Book page 12. The teacher should caution the children that they are to follow the directions exactly and are not to mark and color any object unless the instructions require them to.

### Alternate preparatory activities

The teacher may print the following directions on the blackboard:

Draw the barber in the barber shop.

There is a boy in the barber shop.

Draw the boy, too.

Draw a fire engine.

Draw the fireman in the fire engine.

Jim wants a bicycle.

Draw a red bicycle for Jim.



## Page 13

*New Words*

rode	work
if	push

## Minimum repetition

rode: *Preparatory Book*, page 13, 13, 13, 13, 13.

*Down Our Street*, pages 13, 14, 14, 14, 16.

if: *Preparatory Book*, page 13, 13, 13, 13, 13.

*Down Our Street*, pages 18, 24, 52, 86, 86.

work: *Preparatory Book*, page 13, 13, 13, 13, 13.

*Down Our Street*, pages 16, 18, 19, 35, 35.

push: *Preparatory Book*, pages 13, 13, 13, 13, 14.

*Down Our Street*, pages 6, 7, 7, 8, 10.

The teacher may follow the procedure suggested in the note to the teacher for *Preparatory Book* page 13. The teacher may find it advisable to caution the children to read carefully the directions in the co-ordinating exercise.

## Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 13 of the *Preparatory Book*. She may assist the children to work out the new words. When this work has been completed, additional pages may be prepared for the class dictionary.

The text of the co-ordinating exercise for page 13 may be printed on the blackboard, and the teacher may modify the directions so that they will be directions for drawing.

## Page 14

*No New Words*

The teacher may follow the procedure suggested in the note to the teacher for *Preparatory Book* page 14.

**Re-use of Preparatory Book page 14**

The children may cut out the pairs of sentences, omitting the directions. They may draw pictures to illustrate the groups of sentences and paste each group under the picture which it describes.

**Alternate preparatory activities**

The teacher may print on the blackboard the text of the co-ordinating exercise for page 14, omitting the directions. The children may read the material silently and either illustrate each group of sentences or make specific drawings in accordance with the teacher's oral directions.

**Page 15***New Words*

her	wobble
when	other

**Minimum repetition**

her: *Preparatory Book*, page 15, 15, 15, 15, 15.  
*Down Our Street*, pages 12, 13, 16, 21, 35.

when: *Preparatory Book*, page 15, 15, 15, 15, 15.  
*Down Our Street*, pages 12, 14, 19, 24, 29.

wobble: *Preparatory Book*, page 15, 15, 15, 15, 15.  
*Down Our Street*, pages 11, 11, 11, 12, 12.

other: *Preparatory Book*, page 15, 15, 15, 15, 15.  
*Down Our Street*, pages 16, 16, 23, 32, 127.

The teacher may follow the procedure suggested in the note to the teacher for Preparatory Book page 15.

**Alternate preparatory activities**

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 15 of the Preparatory Book. The children may work out the new words, receiving assistance

from the teacher if needed. Although the teacher should give prompt assistance when necessary, she should urge the children to work out the new words from the vigorous context clues given in the dictionary cards. One important function of the dictionary cards is to teach the child to use context clues in mastering new vocabulary.

The teacher may print on the blackboard the text of the co-ordinating exercise on page 15. The children may read the material silently and decide upon the correct completing word. Various children may indicate the word which they have chosen, and the answers may be discussed by the class.

## Page 16

### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for Preparatory Book page 16. She should caution the children to inspect carefully each pair of words from which they are to pick the correct word and she should tell them that their choice of words will depend upon the preceding sentence in the box as well as the sentence which they are reading when they choose the correct word.

## Re-use of Preparatory Book page 16

The teacher may call attention to the fact that each of the words in the multiple choice has the same initial sound and, in addition, has the same initial letter.

## Alternate preparatory activities

The teacher may print on the blackboard the text of page 16 of the Preparatory Book. The children may read each sentence and select the correct completing word. Various children may go to the blackboard and erase the incorrect word.

### B. "DOWN OUR STREET," PAGES 1-15

When the children have completed the work of Preparatory Book pages 1-16, or the corresponding alternate preparatory activities, they are prepared to read pages 1-15 of *Down Our Street*. The

book should be distributed, and ample time should be allowed for the children to leaf through the pages and enjoy the book and the pictures.

The teacher should call attention to the cover of the book. She should ask the children what is portrayed on the cover and in the discussion should lead the children to guess that the stories will be about a small town or a suburb of a large city.

The children should examine the title page, and the teacher should call attention to the listing of stories in the table of contents. She may explain the function of the table of contents.

### Page 1

Teacher: Look at page 1. This page tells about the first part of your book. It is the name of the first chapter of *Down Our Street*. What is the name of the first chapter? Yes, it is called "Our Village." Can you guess what will happen in the first chapter of our book? How many think it will tell about the village in which Jim and Judy live?

### Pages 2-3

Teacher: Let us look at the picture on pages 2 and 3. It is a big picture, isn't it? What is happening in the picture? Why is the mailman coming to the children's house?

Look at the title of the story. Read the title silently. Who can read the title aloud?

When the children have studied the picture and have read the title, the teacher should encourage them to read silently. During the silent reading she should observe the children and should give assistance when it is needed.

Teacher: Who will read the two sentences that tell what Jim said? Who will read the sentences that tell what Jim and Judy did? Who will read the last sentence? It tells what the mailman said.

### Pages 4-5

Teacher: What do you think the letter said? Who do you think sent the letter? Can you find out from the picture who sent the letter? No, we will have to read to find out who sent the letter and what the letter said. Page 4 will tell you about the letter. Page 5 will tell you what happened after that. Read pages 4 and 5 silently.

After the children have read pages 4 and 5 silently, the teacher may ask the following questions:

1. Who sent the letter?
2. Who will read everything the letter said?
3. Where did Jim and Judy go after they read Grandmother's letter?
4. Who will read what Judy said to Mr. Gray?
5. Who will read all of page 4 and page 5 aloud?

### Pages 6-8

Teacher: What do you think the surprises were? There was one for Jim and there was one for Judy. One was red and other was blue. What do you think they could be? Let us read page 6 to see what the surprises were.

The children may read page 6 silently.

Teacher: What was Jim's surprise? What was Judy's surprise? Who will read what Jim said? Jim was very surprised. So the boy who reads what Jim said must read it as though he were very surprised. Did the children know how to ride their bicycles? Who will read the sentence that tells whether they knew how to ride their bicycles? Who will read the sentence that tells what they will do with their bicycles?

On the way home the children met two of their friends. Let us read pages 7 and 8 to find out who their friends were.

After the children have read the material silently, they may discuss the fireman and the policeman and tell how the fireman and the policeman help other people. Various children may then read the two pages orally.

### Pages 9-10

Teacher: Look at the picture on page 9. What shop is there in the picture? How do you know this is a barber shop? Now look at the picture on page 10. Who is looking over the curtain?

Pages 9 and 10 are the end of the first story. Read these pages silently and find out what happens. Read this story silently again so that you will be able to read it aloud.

The teacher should encourage the children to read the material orally after they have read it silently. The teacher may ask various children to read the page that tells about the bicycles Jim and Judy found in Mr. Gray's store. She may ask them to read the page that tells about the fireman, and the pages that tell about the barber shop and the man Jim and Judy saw in the barber shop.

Teacher: Jim and Judy cannot ride their bicycles. They have to push them home, don't they? Do you suppose they will learn to ride the bicycles that Grandmother gave them? Who do you think will help them learn to ride their bicycles? Perhaps the next story will tell us about learning to ride a bicycle.

### Pages 11-15

Teacher: Look at the title of our next story. Who will read it aloud? Do you think this story tells about learning to ride a bicycle?

This story begins on page 11 and it doesn't end until page 15. Who will tell me which pages we must read in order to read all of this story.

Look at the pictures on the pages of this story. Do they tell you a little of what is happening?

Read this story silently. There are no new words in this story, and you will have no trouble reading it. Begin on page 11 and do not stop until you have read page 15.

The children should be encouraged to read the entire story independently. However, the teacher should observe the children as they read and if a child is having difficulty, she should assist him promptly and tactfully.

When the children have completed the silent reading of the story, the teacher may ask the following questions:

1. Why do you think Jim and Judy went wobble, wobble down the street on their bicycles?
2. Read what Father said about the bicycles. You will find the sentence on page 12.
3. Who will read what Jim said to Father when he learned to ride the bicycle?
4. Who will read what Mother said?
5. Something funny happened on pages 14 and 15. Who will read pages 14 and 15 aloud?



Various children may read the entire story aloud, and those who wish to may reread pages 1 to 15 silently.

### Enrichment activities

The children should be encouraged to tell of their own experiences in receiving surprise gifts.

If some of the children own bicycles, they may tell how they learned to ride them.

The children may tell the stories presented on pages 1 to 15 of *Down Our Street*. The teacher should point out that it is not necessary to use the exact words of the book when telling the story. However, she should be tactfully insistent that each story be told in an orderly and logical way.

## Unit I—Part 2

### A. PREPARATORY BOOK PAGES 17-27 (PREPARATION FOR PAGES 16-36 OF "DOWN OUR STREET")

#### Page 17

#### *New Words*

things	going
next	basket

#### Minimum repetition

things: *Preparatory Book*, page 17, 17, 17, 17, 17.

*Down Our Street*, pages 19, 23, 23, 23, 32.

next: *Preparatory Book*, pages 17, 17, 17, 17, 18.

*Down Our Street*, pages 21, 22, 30, 32, 33.

going: *Preparatory Book*, page 17, 17, 17, 17, 17.

*Down Our Street*, pages 19, 19, 25, 25, 25.

basket: *Preparatory Book*, page 17, 17, 17, 17, 17.

*Down Our Street*, pages 18, 18, 18, 18, 19.

The teacher may follow the procedure suggested in the note to the teacher for page 17. If a child has any difficulty with the word *going*, the teacher may find it advantageous to point out the familiar word *go*. The child will then be able to read the word without difficulty because of the vigorous context clues.

### Re-use of Preparatory Book page 17

The children may draw pictures to illustrate each group of sentences which accompany the new words. The children may exhibit their pictures and other children may guess which group of sentences has been illustrated.

### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 17 of the Preparatory Book. The teacher may make a simple sketch to illustrate the word *basket*. After the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may print on the blackboard the sentences presented in the co-ordinating exercise for page 17. Above each sentence she may draw two pictures one of which illustrates the sentence. She may ask the children to read the sentences silently and she may then select various children to indicate which picture each sentence illustrates, giving his reason for his choice. If the teacher prefers, she may omit the pictures. In that case she may direct the children to read each sentence and draw a picture to illustrate it.

### Page 18

#### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 18.

### Re-use of Preparatory Book page 18

The children may discuss and attempt to name the "good things to eat" in the basket. They may also discuss the objects pictured for school use. The children may draw pictures of additional classroom



equipment, such as the supply cupboards, the desks, etc. They may tell how each of these objects is best used and how it should be cared for.

### Alternate preparatory activities

The teacher may work with small groups of children. They may read the text in her copy of the Preparatory Book and tell her how they would follow the directions. If the teacher prefers, she may put the following directions on the blackboard:

Draw a basket.  
 Draw some good things to eat  
 in the basket.

Draw a big basket.  
 Draw a cat in the basket.  
 Put a dog next to the basket.  
 Make the dog brown.

Draw some things which you have  
 at school.

A boy is going to school.  
 His school is red.  
 Draw a picture of the boy  
 and the school.

### *New Words*

morning	Dick
rolls	your

### Minimum repetition

- morning: *Preparatory Book*, page 19, 19, 19, 19, 19.  
           *Down Our Street*, pages 24, 24, 25, 31, 32.
- rolls: *Preparatory Book*, page 19, 19, 19, 19, 19.  
           *Down Our Street*, pages 22, 22, 25, 27, 35.
- Dick: *Preparatory Book*, page 19, 19, 19, 19, 19.  
           *Down Our Street*, pages 25, 26, 26, 27, 27.
- your: *Preparatory Book*, page 19, 19, 19, 19, 19.  
           *Down Our Street*, pages 17, 18, 19, 30, 31.

The teacher may follow the procedure suggested in the note to the teacher for page 19. The teacher, of course, will have to tell the children the name of the little boy. It is not possible to give a context clue or a picture clue to the word *Dick*, and the teacher should not expect the children to know the phonogram *ick*.

### Re-use of Preparatory Book page 19

The children may reread silently the story presented in the co-ordinating exercise. They may draw a picture to illustrate the story.

The children may add to the story, dictating the material to the teacher. This material may be printed on the blackboard or on oak tag, and the children may draw pictures to illustrate the remainder of the story.

### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 19 of the *Preparatory Book*. She may draw a picture similar to the one on page 19 to illustrate the word *rolls*. She should assist the children in working out the new words and, as pointed out above, should tell them the word *Dick*. When this work has been completed, additional pages may be prepared for the class dictionary. The teacher may wish to suggest that the children will learn

more about Dick when they read in their books. At that time they may add additional descriptive material to the dictionary material about Dick.

The teacher may print on the blackboard the story and questions, omitting the direction, presented in the co-ordinating exercise on page 19. The children may read the material silently and decide upon the correct answer for each question. Various children may indicate their choices, and the answers may be discussed by the class.

## Page 20

### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 20.

## Re-use of Preparatory Book page 20

The children may read the paragraphs again silently and select one or two to illustrate. When the drawings have been completed, the teacher may print the text, omitting the direction, under each picture. The children may read the text again silently. They may then take the drawings home and read the text to their parents.

## Alternate preparatory activities

The teacher may print on the blackboard the text on page 20, omitting the directions and substituting the following directions:

Draw Dick.

Draw some rolls for Dick.

(The teacher may wish to revise the first line of the text about Dick. However, she should be careful to retain the word *your*.)

Draw some little chickens.

Make the chicken yellow.

Draw a picture of Jim and Judy  
going to school in the morning.

Draw a school.

Draw what Father will ride on.

Color the train.

## Page 21

### *New Words*

suit      hill

long      green

### Minimum repetition

suit: *Preparatory Book*, page 21, 21, 21, 21, 21.

*Down Our Street*, pages 25, 29, 30, 30, 33.

long: *Preparatory Book*, pages 21, 21, 21, 21, 22.

*Down Our Street*, pages 26, 27, 27, 27, 28.

hill: *Preparatory Book*, pages 21, 21, 21, 21, 22.

*Down Our Street*, pages 27, 27, 27, 28, 29.

green: *Preparatory Book*, page 21, 21, 21, 21, 21.

*Down Our Street*, pages 27, 27, 29, 29, 30.

The teacher may follow the procedure suggested in the note to the teacher for page 21. She should assist the children in working out the word *green*. She should explain that since *green* is a color, they would be able to remember what the word means, when it is filed in their individual dictionaries, if they put a green box on the dictionary card above the word. She should tell the children that if they are ever in doubt about the meaning of the word, they need only to look at the green square above the word to know what it means. (This technique of putting a sample above each color name should be followed with all color names presented in the dictionary cards.)

### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 21 of the Preparatory Book. She may assist the children with any words which are causing difficulty and may tell them that the best way to remember the word *green* will be to make a large *green* square for the word before it is filed in the class dictionary.

The teacher may print the following directions on the blackboard:

A policeman has a new suit.

Draw a policeman.

Color his suit blue.

A mailman has a gray suit.

Draw a mailman.

Color his suit gray.

Father has a brown suit.

Draw Father.

Color Father's suit brown.

Mother has a green suit.

Draw Mother.

Color Mother's suit green.

Page 22

### *No New Words*

In this co-ordinating exercise the children should read each pair of sentences carefully. They should then inspect the three pictures critically and decide which picture is involved. They may then mark the picture in accordance with the directions.

### Re-use of Preparatory Book page 22

The children may compose simple text to describe the other pictures in this exercise.

### Alternate preparatory activities

The teacher may print the following directions on the blackboard:

The car went up a long hill.

The car is gray.

Draw the car and the hill.

A long train went to the city.

Draw the long train.

### Page 23

#### *New Word:*

bench      words

again      under

### Minimum repetition

bench: *Preparatory Book*, page 23, 23, 23, 23, 23.

*Down Our Street*, pages 27, 27, 29, 30, 30.

again: *Preparatory Book*, page 23, 23, 23, 23.

*Down Our Street*, pages 28, 34, 34, 45, 48.

\*words: *Preparatory Book*, page 23, 23, 23, 23, 23.

under: *Preparatory Book*, page 23, 23, 23, 23, 23.

*Down Our Street*, pages 109, 110, 120, 143, 189.

The teacher may follow the procedure suggested in the note to the teacher for page 23. She should make sure that the children know what a bench is and can understand what is being shown in the picture for *bench*.

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\* *Words* is a "technical" word—that is, a word taught in the *Preparatory Book* that the children must understand in order to follow directions.

### Re-use of Preparatory Book page 23

The children may reread silently the text of the co-ordinating exercise. They may draw pictures to illustrate various sentences in the text.

### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and accompanying text presented on page 23 of the Preparatory Book. She may make a simple sketch to illustrate the word *bench*. She may assist the children in working out the new vocabulary. When the work has been completed, additional pages may be made for the class dictionary.

The teacher may print on the blackboard the sentences in the co-ordinating exercise for page 23 which in that exercise the children are to mark. She may then read the text of the co-ordinating exercise and ask the children to indicate the correct completing word in each of the sentences printed on the blackboard.

### Page 24

#### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 24. The second group of sentences is designed to introduce the phonograms *wh* and *th*. By this time the children should be familiar with the initial sounds of words and the sounds of a number of initial letters.

The teacher will note that the phonograms *wh* and *th* are here introduced as initial phonograms. It is important to center the child's attention at this stage on the beginning of the word for in this way the correct direction of word attack is stressed. If the teacher is required, or wishes to do additional work with phonograms introduced at this period, she is cautioned against using final or medial phonograms. To do so may interfere with the correct habits of eye direction which the child is in the process of developing. There is some danger of looking at a middle or final phonogram before looking at the beginning of a word and thus making "reversal errors."

The teacher should note that the phonograms introduced here and on other pages are not presented either as isolated letter combinations, or in isolated words. The words in which the phonograms



appear are familiar words and are used in sentences. Isolated drill on either phonetic elements or separate words is not of greatest value to the child, for the transfer of training from such phonetic practice to an actual reading situation is difficult and uncertain. Phonetic knowledge is without value to a child if he is unable to apply it to reading situations. By presenting all words requiring phonetic analysis in context first, and then proceeding to make the phonetic analysis, the teacher is training the child to *analyze* meaningful words. He will not, in such work, disregard the meaning of the words and study them as a meaningless group of letters. He will acquire ability to use context and phonetic clues at the same time when he encounters words in typical reading situations.

The procedure with the exercise is as follows:

The children should look at the first picture in this group and read the sentences accompanying it. They may draw a line under the sentence which describes the picture. The teacher should be sure that the children get the correct meaning of the words. The teacher should then ask them to note the three words *what, when, wheel* which have been placed under the sentences. If necessary she may point out that these words have already been read. The children should examine the three words in the sentence and decide in what way the words are alike. If any child is doubtful, the teacher should hasten to suggest that he examine the first part of each word. For very slow children, she may point out the common initial letters.

She may then pronounce the three words aloud, stressing slightly the initial sound. She may also read the sentences aloud again, stressing the initial sounds of the words involved in the analysis and, for slow children, again point out the phonogram.

When the teacher is sure that every child recognizes the similarities in the words, and is familiar with the sound that each letter combination represents, she may ask the children to draw a ring around each identical part in the words under the sentences. They should look over, and in many cases, pronounce, the *whole* word after encircling the phonogram.

With respect to the introduction of *th*, as in *there*, the teacher is cautioned not to confuse the child by introducing at this time *th* as in *think*.

As each phonetic element is introduced in the following pages, the teacher should keep in mind the principles of word analysis program as they are outlined above. If the techniques described



above are followed, skill in word recognition will blend harmoniously with other reading skills and abilities, and the child will gradually master the most useful techniques of word recognition.

### Alternate preparatory activities

The teacher should print on the blackboard the text of page 24 of the Preparatory Book. She should prepare simple drawings similar to those on Preparatory Book page 24. She may then proceed with the presentation of phonograms *wh* and *th* as discussed in detail in the suggestions to the teacher for Preparatory Book page 24.

### Page 25

#### *New Words*

stripes	parade
just	many

### Minimum repetition

stripes: *Preparatory Book*, pages 25, 25, 25, 25, 26.  
           *Down Our Street*, pages 29, 30, 30, 30, 33.

just: *Preparatory Book*, page 25, 25, 25, 25, 25.  
        *Down Our Street*, pages 29, 32, 39, 75, 78.

parade: *Preparatory Book*, page 25, 25, 25, 25, 25.  
           *Down Our Street*, pages 25, 30, 31, 31, 32.

many: *Preparatory Book*, page 25, 25, 25, 25, 25.  
        *Down Our Street*, pages 28, 29, 29, 32, 122.

The teacher may follow the procedure suggested in the note to the teacher for page 25.

### Re-use of Preparatory Book page 25

The children may read again the text of the co-ordinating exercise. They may draw a picture to illustrate the story.

### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 25 of the Preparatory Book. Working with small groups of children, she may show them the pictures in her copy of the Preparatory Book. They may work out the new words, looking at the pictures and reading the text in the Preparatory Book. They may then read the text silently from the blackboard. When the work has been completed, additional pages may be made for the class dictionary.

The co-ordinating exercise presented on page 25 may be printed on the blackboard. The children may read the material silently and decide upon the correct completing words. Various children may indicate their choices, and the class may discuss the choices made. The children may then draw a picture to illustrate the story.

### Page 26

#### *No New Words*

The children should follow the directions for this page without assistance from the teacher. When the work has been completed, the children may discuss the ways in which they marked the page.

### Alternate preparatory activities

The teacher should obtain a large picture of a circus parade and encourage the children to discuss the picture. She may print on the blackboard the text of Preparatory Book page 26 and modify the directions to fit the picture which she has obtained. Various children may go to the blackboard to answer the questions which she asks.

### Page 27

#### *No New Words*

The material on page 27 constitutes a test of the vocabulary of Unit I in *Down Our Street*. The teacher should make sure that the children understand the technique involved in the test, and although

the work should be very informal, she should not assist a child in marking his paper, nor should she tell him whether his answer is right or wrong.

The teacher should explain that she is going to pronounce one word in each box, beginning in the upper left hand corner and proceeding down the first column, then going to the top of the next column, and so on. As she pronounces the word, the child is to find it in the corresponding box and draw a line under it.

The teacher may find it advisable to demonstrate the technique, printing on the blackboard word groups different from those presented on page 27.

When the teacher is sure that every child understands what he is to do, she may read aloud the following words, allowing ample time for each child to find the word and mark it. The marking should be done with crayons.

has	oh	them	next	what
work	hold	green	things	yellow
morning	long	again	parade	fireman
if	call	story	basket	policeman
shop	rode	Dick	rolls	suit
hill	bench	many	just	stripes

When the children have marked each of the words in this group, the teacher should ask them to mark (with crayons of a different color) other words in the boxes as she reads them. The teacher may then pronounce one of the remaining words in each box.

No re-use for this page is suggested. Since this is a test page, the teacher will want it for an objective measure of the child's progress and for diagnostic purposes. The teacher should analyze each child's test and determine how he is progressing and whether he is encountering any difficulty in word mastery and preception.

### Alternate preparatory activities

The teacher may print on the blackboard the test presented on page 27 of the Preparatory Book. In order that she may have an objective record of each child's progress, she may find it advisable

to number the words in the text consecutively. As she pronounces each word, the child may write the corresponding number on his paper.

#### B. "DOWN OUR STREET," PAGES 16-36

When the children have completed the work of Preparatory Book pages 17-27, or the corresponding alternate preparatory activities, they are prepared to read pages 16-30 in *Down Our Street*. The children may also read the review story on pages 31-36 in *Down Our Street*, which is based on the vocabulary introduced in the Preparatory Book and repeated in the First Reader prior to these pages.

When the children have completed reading pages 16-36, the teacher should administer the comprehension test for Unit I, which is presented on page 28 of the Preparatory Book.

#### Page 16

Teacher: We are going to read a new story today. It begins on page 16. Turn to page 16 and look at the title. Who will read the title aloud?

What do you suppose Jim and Judy do when they work for Mother? How could they help Mother? What do you do to help your mother? How many of you sometimes run errands for Mother?

Let us read page 16 silently to find out what Jim and Judy did with their bicycles.

The teacher should observe the children as they read silently and should give assistance promptly if it is needed.

Teacher: Who will read aloud the sentence that tells Jim and Judy had fun? Who will read the sentences aloud that tell what happened when Jim and Judy raced? Who will read the rest of the page aloud?

#### Page 17

The children may read page 17 silently, and then the teacher should encourage various children to read the page orally.

#### Pages 18-19

Teacher: Jim and Judy had fun riding around the village, didn't they? One day they went to see

Mr. Gray. In Mr. Gray's store they saw something they wanted to buy. Read pages 18 and 19 silently. Find out what Jim and Judy bought.

After the children have read pages 18 and 19 silently, the teacher may ask the following questions:

1. What did Judy see in Mr. Gray's store?
2. What did Mr. Gray say about the baskets?
3. Why do you think the children decided that they could help Mother if they bought two baskets?
4. What did Jim say to Mother when he went home?
5. What did Judy say?
6. Do you think that Mother was pleased?

### Pages 20-22

Teacher: The next three pages will tell us something about the stores that Jim and Judy visited when they were helping Mother. Each of these pages asks you a question. Look at the picture on each page and read all the pages silently. Then decide how to answer the question.

After the children have read pages 20-22 silently, they may answer the questions on each page and discuss the answers with the rest of the class. The children should refer to the pictures to prove the correctness of their answers and should reread parts of the text orally to justify their answers.

### Page 23

Teacher: After Jim and Judy had shopped for Mother, they thought it would be fun to get a surprise for her. What do you think they got? Read this page silently to find out what surprise they bought Mother.

After the children have read the page silently, they may tell what Jim and Judy bought as a surprise for Mother. The teacher should call attention to the carton of ice cream in the picture. Various children may read the page orally.

### Page 24

The children may read page 24 silently and may then discuss the story that Father might tell.

### Enrichment activities

The children may compose stories about their own experiences in helping at home. The teacher should be very cautious about forcing a timid child to tell his story before the entire group.

The children may tell the story on pages 16 to 24. The teacher should not insist that they tell the story in the words of the text, but should tactfully insist that the story be told in an orderly and logical way.

The story which the children compose about the happenings on pages 16 to 24 may be printed on the blackboard or on oak tag for the children to read in their leisure time. If the story is printed on oak tag, the children may make drawings for the story. They should be encouraged to consult the book for suggestions about their drawings, but should not be encouraged to copy the drawings.

### Pages 25-30

Teacher: This is a story that Father told Jim and Judy. You are going to read this story silently. Look at the pictures as you turn the pages.

The children should read this story silently in its entirety. They will enjoy the humor of the story and of the pictures.

When they have completed the story, they should be encouraged to study the humorous illustrations again.

Parts of the story may be read orally, or various children may read the entire story orally. The teacher should guard against requiring too detailed analysis of this and other humorous stories. The children's enjoyment and laughter are spontaneous and may be destroyed by detailed analytical requirements.

### Enrichment activities

The children may dramatize the story. They should reread the material to decide what each person should do and say. They should also decide what "stage properties" they will need and how the materials at hand can be adapted for use in the play.

If the children desire, they may tell the story in their own words. The story may be printed on



oak tag or on sheets of Manila paper, and the children may draw pictures to illustrate the story. The pages may then be bound together in a booklet for the library table.

### **Pages 31-36**

The story on pages 31-36 is a review story based upon the vocabulary introduced in the Preparatory Book, or the alternate preparatory activities, to prepare for pages 1 to 30 of the First Reader. The teacher may use the material on pages 31-36 for leisure reading, or if she wishes, she may use the material to test the child's level of comprehension or his mastery of reading techniques or vocabulary at this level. If the teacher wishes, she may also use the material for sight reading; the greatest caution, however, should be exercised if the material is used for this purpose. No child should be required to read at sight until he has shown himself mature and poised before an audience. He should have entered enthusiastically into oral discussions, story telling, dramatizations, and oral reading of previously read material before the teacher begins to plan for sight reading. Children who have evidenced sufficient maturity and poise to begin sight reading should read the material either to the teacher or to one or two of their friends before reading it orally. The children will have little difficulty with vocabulary inasmuch as all the words employed in this story have been repeated several times in several situations. However, the teacher should remember that even the most poised of the children may suffer some embarrassment when reading to a group. If he becomes "stalled" on a word, even though the teacher feels that he should be able to read it, she must keep in mind that he may be somewhat embarrassed and unable to recall the word. In this case the teacher should assist the child promptly. If the material is used for sight reading, the other children should not follow in their Readers. This is a most dangerous practice, and although in some instances the results of this practice are worth while, the dangers overshadow the possible results. It is therefore recommended that the teacher avoid this practice. Once the child begins to read orally the teacher should refrain from any coaching as to posture, expression, etc., and should make no criticisms before the class, either during or after the reading.

### **Enrichment activities**

The children may plan a school parade. A committee should be appointed to decide about the

line of march, the costumes, etc. The children may bring bicycles, tricycles, and skates to use in the parade. They may make paper hats for the firemen and the policemen. They may invite the kindergarten or other groups of children to come to the parade.

If the children have a school parade, they may compose a story about their parade. This story should be printed on oak tag or on large sheets of Manila paper. The children may illustrate the story, and the pages may be bound together to form a booklet for the library table.

The children may tell about other parades which they have seen—police parades, circus parades, etc. If the teacher wishes, some of these stories may be printed on the blackboard or on oak tag.

#### BOOKS FOR THE LIBRARY TABLE

##### Easy books

AUTHOR	TITLE	PUBLISHER
Gates, Baker, Peardon.	<i>Fun with Nick and Dick.</i>	Macmillan.
Huber.	<i>Skags, the Milk Horse.</i>	American Book.
Kuh.	<i>The Fireman.</i>	Macmillan.
	<i>The Policeman.</i>	
	<i>The Postman.</i>	
Read.	<i>Jip and the Fireman.</i>	Scribner.
Read.	<i>Mary and the Policeman.</i>	

##### Other books to read

Coffin (Editor)	<i>The Fireboat.</i> (Picture Script Series.)	Grosset.
Floherly.	<i>Fire Fighters: How They Work.</i>	Doubleday.
Hader.	<i>Stop, Look, Listen!</i>	Longmans.
Matthews and Coffin.	<i>City Stories.</i>	Macmillan.
Pryor.	<i>Fire Engine Book.</i>	Harcourt.
Peardon and Comegys.	<i>Adventures in a Big City.</i>	Macmillan.
Read.	<i>Billy's Letter.</i>	Scribner



### Poems to be read to the children

"Different Bicycles," by Baruch, from *Sung Under the Silver Umbrella* (Macmillan).

"Lawn-Mower," by Baruch, from *Sung Under the Silver Umbrella* (Macmillan).

"The Barber," from *Peacock Pie*, by de la Mare (Holt).

"The Ice Cream Man," from *Taxis and Toadstools*, by Field (Doubleday).

"Taxis," from *Taxis and Toadstools*, by Field (Doubleday).

### Recommended films

Development of Transportation.	Erpi Classroom Films, Inc.	1 reel.
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Shelter.	Erpi Classroom Films, Inc.	1 reel.
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Travels of a Postage Stamp.	University of Texas, Austin, Texas.	
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### Suitable games

Bancroft.	<i>Games</i> (Observation).	Macmillan.
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	<i>Games</i> (Round and Round the Village).	
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Elliot and Forbush.	<i>Games for Everybody</i> (General Post).	Macmillan.
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	<i>Games for Everybody</i> (Neighbors).	
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## Chapter III

### DAILY LESSON PLANS FOR UNIT II—"TOPSY AND TYKEY"

#### Topic

The material of this unit presents three humorous animal stories. There is a story about Topsy, the mischievous kitten, Tykey the hungry puppy, a poem about kittens, and a review story which contains no vocabulary other than that previously introduced and adequately repeated in the Preparatory Book (or alternate preparatory activities) and the Reader. The work of the second unit consists of pages 37-68 of the *Down Our Street* and of pages 29-54 of the Preparatory Book which accompanies the First Reader. The sequence of lessons is as follows:

*Preparatory Book*, pages 29-44 (or alternate preparatory activities)

*Down Our Street*, pages 37-51

*Preparatory Book*, pages 45-53 (or alternate preparatory activities)

*Down Our Street*, pages 52-68

*Preparatory Book* page 54 (comprises a comprehension test based upon the stories in Unit II of *Down Our Street*)

The Preparatory Book pages, or the alternate preparatory activities, prepare the children with the necessary vocabulary and reading skills for successful and enjoyable reading in their Readers. It is therefore vitally important that each group of Preparatory Book pages, or alternate preparatory activities, be completed before the corresponding stories in the First Reader are read.

#### Related activities

The following list of activities, which may be undertaken to enrich and extend the materials of the unit, will be of assistance to the teacher.

#### 1. *Topics for discussion, experience stories, etc.*

Funny stories about pets

The kind of pet that I have (or that I would like)

How many meals a day a dog should have, and what he should eat  
 How to teach a dog to do tricks  
 A dog's sense of smell and its value to him

2. *Things to make and do*

Make a book of animal pictures  
 Find out about "The Seeing Eye"  
 Find out about dog heroes  
 Make up other humorous stories about animals

***Unit II—Part 1***

A. PREPARATORY BOOK PAGES 29-44 (PREPARATION FOR PAGES 37-51 OF "DOWN OUR STREET")

Page 29

*New Words*

Topsy      kitten

Jane      Tykey

Minimum repetition

Topsy: *Preparatory Book*, page 29, 29, 29, 29, 29.

*Down Our Street*, pages 37, 38, 38, 38, 39.

Jane: *Preparatory Book*, pages 29, 29, 29, 29, 30.

*Down Our Street*, pages 39, 49, 49, 50, 64.

kitten: *Preparatory Book*, page 29, 29, 29, 29, 29.

*Down Our Street*, pages 38, 38, 38, 39, 39.

Tykey: *Preparatory Book*, pages 29, 29, 29, 29, 30.

*Down Our Street*, pages 37, 52, 52, 52, 53.

The teacher may follow the procedure suggested in the note to the teacher for page 29. She should point out to the children that in the second dictionary card the new word is the one that is underlined. She will, of course, have to tell the children the words *Topsy*, *Jane*, and *Tykey*. These words cannot be worked out from the picture clues or the context clues, and the teacher should not expect the children to know any of the phonograms in the words.

### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 29. In introducing the words *Topsy*, *Jane*, and *Tykey*, the teacher may show the pictures on page 29 of her copy of the Preparatory Book and tell the children the words. If she prefers, she may show the children the pictures of these animals in the First Reader. When the work has been completed, the children may make additional pages for the class dictionary.

The teacher may point out to the children that they are going to read stories about Topsy, Mother Jane, and Tykey soon. She may suggest that it might be advisable to wait until the children have read the stories and have seen the pictures before illustrating the dictionary pages for these characters.

The teacher may print on the blackboard the text of the co-ordinating exercise presented on page 29. She should omit the last two directions. The children may read the text silently and decide upon the correct completing word for the sentence. The teacher may print on the blackboard directions which instruct the children to draw a picture of Tykey, the yellow kitten.

### Page 30

#### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 30.

If any of the children have forgotten the names of *Mother Jane*, *Tykey*, and *Topsy*, the teacher should tell them promptly.

### Alternate preparatory activities

The teacher may print the following directions on the blackboard:

Draw Tykey.

Tykey is a little dog.

Make this little dog black and white.

Draw something for Tykey to eat.

Draw Mother Jane.

Make her black and white.

Draw two little kittens

next to Mother Jane.

Draw the kitten Topsy.

Color this kitten yellow.

What do kittens like?

Draw some for Topsy.

## Page 31

### *New Words*

clean      washed

be          else

### Minimum repetition

clean:    *Preparatory Book*, page 31, 31, 31, 31, 31.

*Down Our Street*, pages 39, 39, 40, 50, 50.

be:        *Preparatory Book*, page 31, 31, 31, 31, 31.

*Down Our Street*, page 39, 39, 39, 39, 39.

washed: *Preparatory Book*, page 31, 31, 31, 31, 31.

*Down Our Street*, pages 38, 39, 39, 39, 39.

else:     *Preparatory Book*, page 31, 31, 31, 31, 31.

*Down Our Street*, pages 40, 42, 43, 45, 46.

The teacher may follow the procedure suggested in the note to the teacher for page 31.

### Re-use of Preparatory Book page 31

The teacher should call attention to the similarity of the initial sounds of the words in group 1, group 2, and group 4 of the co-ordinating exercise. (It is not advisable at this time to introduce initial vowels.) The teacher may not only stress the sounds of the initial consonants, but may call attention to the similarity of the initial letters of groups 1, 2, and 4.

### Alternate preparatory activities

The teacher should print on the blackboard the new vocabulary and the accompanying text presented on page 31 of the Preparatory Book. If necessary, she may assist the children in working out the new words. When the work has been completed, additional pages may be made for the class dictionary.

The teacher may print on the blackboard the words presented in the co-ordinating exercise on page 31. She should draw simple pictures similar to those on page 31 or obtain similar pictures from magazines or advertisements. The children should look at each group of words and select the word which correctly identifies the picture which the teacher has drawn or shown.

### Page 32

#### *No New Words*

The children may read the text on page 32 and then draw a line under the word which correctly completes each sentence.

When the work has been completed, the children should discuss their choice of completing words and may reread parts of the text in order to verify and prove their answers.

### Re-use of Preparatory Book page 32

The teacher may point out to the children that the material may be reread in order to verify or check the answers. She may suggest that they draw a line with red crayon under the sentence in the text which proves that their first answer is correct. They may use a green crayon to indicate the words that verify the second answer, and they may use a blue crayon to verify the third.

### Alternate preparatory activities

The teacher may print on the blackboard the text and questions presented on Preparatory Book page 31. The children may read the text silently and decide how they would complete each of the three sentences. Various children may go to the blackboard and indicate their choices. Other children may indicate the sentences in the text which verify the answers. When the work has been completed, the children may draw a picture to illustrate the story.

### Page 33

#### *New Words*

high	why
hello	trees

### Minimum repetition

high: *Preparatory Book*, page 33, 33, 33, 33, 33.

*Down Our Street*, pages 43, 44, 45, 60, 67.

hello: *Preparatory Book*, page 33, 33, 33, 33, 33.

*Down Our Street*, pages 40, 43, 46, 64, 89.

why: *Preparatory Book*, pages 33, 33, 33, 33, 42.

*Down Our Street*, pages 40, 43, 47, 60, 61.

trees: *Preparatory Book*, page 33, 33, 33, 33, 33.

*Down Our Street*, pages 43, 44, 44, 45, 60.

The teacher may follow the procedure suggested in the note to the teacher for page 33.

When the co-ordinating exercise has been completed, the teacher should call attention to the initial sounds of the words in groups 1, 2, and 4.

### Re-use of Preparatory Book page 33

The children may draw pictures to illustrate some of the groups of sentences in the dictionary cards. They may exhibit their pictures and the other children may try to guess which groups of sentences have been illustrated.



### Alternate preparatory activities

The teacher should print on the blackboard the new vocabulary and the accompanying text presented on page 33 of the Preparatory Book. She may assist the children in working out the new words if her assistance is needed. When this work has been completed, additional pages for the class dictionary may be made.

The teacher may print the words of the co-ordinating exercise on the blackboard and make simple sketches similar to those used on page 33. The children may read each group of words silently and decide which word correctly identifies the picture. Various children may be selected to indicate their answers. These answers may be discussed by the class.

### Page 34

#### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 34. The children should do the work independently.

### Re-use of Preparatory Book page 34

The children may compose stories about the pictures which they have drawn. If the teacher wishes, some of these stories may be printed on the blackboard or on oak tag.

### Alternate preparatory activities

The teacher may print the text of page 34 on the blackboard. The children may follow the directions, drawing the pictures on sheets of Manila paper.

### Page 35

#### *New Words*

ears	nose
tail	that



### Minimum repetition

- ears: *Preparatory Book*, page 35, 35, 35, 35, 35.  
*Down Our Street*, pages 41, 42, 49, 52, 66.
- tail: *Preparatory Book*, page 35, 35, 35, 35, 35.  
*Down Our Street*, pages 41, 42, 52, 54, 57.
- nose: *Preparatory Book*, page 35, 35, 35, 35, 35.  
*Down Our Street*, pages 49, 51, 51, 51, 51.
- that: *Preparatory Book*, pages 35, 35, 35, 35, 36.  
*Down Our Street*, pages 41, 41, 44, 50, 53.

The teacher may follow the procedure suggested in the note to the teacher for page 35. If the teacher feels it advisable, she may call attention to the phonogram *th* in *that*.

### Re-use of Preparatory Book page 35

The children may reread the text which accompanies the new word *that*. They may draw a picture to illustrate the text.

### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 35 of the *Preparatory Book*. She may make simple drawings similar to those on page 35. After the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may print on the blackboard the co-ordinating exercise on page 35. The children may read each question silently and select the correct answer. Various children may indicate the answers to the questions, and the other children may discuss the answers.

### Page 36

#### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 36. Little or no instruction will be needed by the children.

### Alternate preparatory activities

The teacher may print the following directions on the blackboard:

Draw a rabbit.  
 Put two big ears on your rabbit.  
 Do not put a big tail on the rabbit.  
 A rabbit has a little tail.  
 Draw one more rabbit.  
 Make that rabbit a little one.  
 What color will you make his nose  
 and his ears?

### Page 37

#### *New Words*

nuts	now
squirrel	water

#### Minimum repetition

nuts: *Preparatory Book*, page 37, 37, 37, 37, 37.  
*Down Our Street*, pages 44, 44, 44, 44, 61.  
 squirrel: *Preparatory Book*, page 37, 37, 37, 37, 37.  
*Down Our Street*, pages 43, 43, 43, 43, 44.  
 now: *Preparatory Book*, page 37, 37, 37, 37, 37.  
*Down Our Street*, pages 44, 45, 47, 66, 67.  
 water: *Preparatory Book*, page 37, 37, 37, 37, 37.  
*Down Our Street*, pages 46, 48, 48, 48, 60.

The teacher may follow the procedure suggested in the note to the teacher for page 37.

### Re-use of Preparatory Book page 37

The children may draw pictures to illustrate various groups of sentences presented in the dictionary cards. When the drawings have been completed, other children may guess which sentences have been illustrated.

### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 37 of the Preparatory Book. Simple drawings similar to those on page 37 may be made. After the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may print on the blackboard the co-ordinating exercise presented on page 37. The last two directions should be changed to read:

Draw a tree.

Draw a squirrel in the tree.

Make the squirrel gray.

### Page 38

#### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 38.

### Re-use of Preparatory Book page 38

The children may compose simple text about the other pictures on this page.

### Alternate preparatory activities

The teacher may print the following directions on the blackboard:

The boy jumped into the water.

Draw a boy in the water.

Draw a line over the boy.

Gray squirrels like to eat nuts.  
 Draw two gray squirrels in a tree.  
 Now draw a line from one squirrel  
 to the other.

## Page 39

### *New Words*

glad	liked
beaver	around

### Minimum repetition

glad: *Preparatory Book*, pages 39, 39, 39, 39, 40.  
*Down Our Street*, pages 49, 50, 51, 64, 198.

beaver: *Preparatory Book*, page 39, 39, 39, 39, 39.  
*Down Our Street*, pages 46, 46, 47, 47, 47.

liked: *Preparatory Book*, page 39, 39, 39, 39, 39.  
*Down Our Street*, pages 49, 50, 53, 61, 70.

around: *Preparatory Book*, page 39, 39, 39, 39, 39.  
*Down Our Street*, pages 81, 83, 84, 93, 99.

The teacher may follow the procedure suggested in the note to the teacher for page 39. If the children do not know what a beaver is, the teacher should tell them something about the beaver's habitat and characteristics.

### Alternate preparatory activities

The teacher should print on the blackboard the new vocabulary and the accompanying text presented on page 39 of the *Preparatory Book*. She should obtain a picture of a beaver to illustrate the word. As pointed out above, if any of the children do not know what a beaver is, the teacher should tell them something about his habitat and characteristics. After the new words have been

worked out, with the teacher's assistance if necessary, the children may prepare additional pages for the class dictionary.

If the teacher has obtained a picture of a beaver cutting down a tree, she may print on the blackboard the text of the co-ordinating exercise on page 39. She may change the directions to read:

What color is the beaver?

What is the beaver doing?

## Page 40

### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 40.

Page 40 contains three exercises which introduce the phonograms *gr*, *st*, and *er*. In the first exercise the children should read each group of sentences and draw a line under the sentence which correctly describes the picture. In the second group the teacher will, of course, instruct the children to examine the picture and then draw a line around the correct completing word.

The teacher should then call the children's attention to the four words under each group of sentences. She should point out that these words occurred in the sentences. She may have the children find the words in the sentences. The children then look for the same or common parts in each group of four words as suggested for Preparatory Book page 40. The teacher may pronounce the words aloud, slightly stressing the phonograms. The children may then draw a ring around the identical part of each word below the sentences. In connection with the final phonogram *er*, the teacher should make sure that each child reads the words from left to right and that her instructions are not so worded that he simply finds the letters without looking at the words correctly. In noting final phonograms like *er*, it is important for the child to look across the word, seeing *er* and the ending and not to look at the *er* before seeing the first part of the word. The teacher may demonstrate by sweeping her finger or a pointer under the word from the beginning, stopping under the *er*.

For detailed instructions in the presentation of these phonograms the teacher is referred to pages 33-35 of this Manual.

### Alternate preparatory activities

The teacher may print on the blackboard the co-ordinating exercise on page 40 of the Preparatory Book. She may also make simple illustrations similar to those on page 40 or show pictures which she has cut from magazines or advertisements. The children may examine the pictures and select the sentences which correctly describe the pictures. The children may indicate their answers, and these answers may be discussed by the class. The groups of sentences should be reread during the discussion.

With respect to presenting the phonograms *gr*, *st* and *er*, the teacher is referred to the suggestions to the teacher for Preparatory Book page 40.

### Page 41

#### *New Words*

always	until
or	best

#### Minimum repetition

always: *Preparatory Book*, page 41, 41, 41, 41, 41.

*Down Our Street*, pages 50, 51, 53, 60, 61.

or: *Preparatory Book*, page 41, 41, 41, 41, 41.

*Down Our Street*, pages 50, 50, 61, 61, 65.

until: *Preparatory Book*, page 41, 41, 41, 41, 41.

*Down Our Street*, pages 50, 53, 58, 63, 66.

best: *Preparatory Book*, pages 41, 41, 41, 41, 42.

*Down Our Street*, pages 51, 53, 61, 61, 68.

The teacher may follow the procedure suggested in the note to the teacher for page 41. If the teacher finds it advisable, she may point out the familiar word *way* in *always* and suggest this technique of finding familiar words in unfamiliar words when working out new words.

### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 41. She may, if she finds it necessary, assist the children in working out the new words. When the work has been completed, additional pages should be made for the class dictionary.

The teacher may print the following directions on the blackboard:

Make a picture of a city or a farm.  
If you draw a city, make a big city.  
If you draw a farm, draw some cows  
on the farm.

The boy rode his bicycle  
until he came to a hill.  
Then he had to push his bicycle  
up the hill.

Draw a picture of the boy.

### Page 42

#### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 42.

On this page the initial phonograms *wh* and *th* as in *this* are reviewed. For directing the children in working out the word analysis for this page, the teacher will probably find it advisable to refer to pages 33-35 of this Manual.

### Alternate preparatory activities

The teacher should print the text of Preparatory Book page 42 on the blackboard. She will be able to make simple drawings similar to those on page 42. The children may select the word which completes each sentence correctly. The correct word may then be indicated by various children.

When this work is completed, the teacher should review the phonograms *wh* and *th* as in *this*. For suggestions in presentation of this work the teacher is referred to pages 33-35 of this Manual.



## Page 43

*New Words*

hungry	puppy
play	sleep

## Minimum repetition

hungry: *Preparatory Book*, page 43, 43, 43, 43, 43.

*Down Our Street*, pages 52, 52, 53, 53, 54.

play: *Preparatory Book*, page 43, 43, 43, 43, 43.

*Down Our Street*, pages 47, 48, 51, 61, 92.

puppy: *Preparatory Book*, page 43, 43, 43, 43, 43.

*Down Our Street*, page 52, 52, 52, 52, 52.

sleep: *Preparatory Book*, page 43, 43, 43, 43, 43.

*Down Our Street*, pages 51, 53, 61, 67, 67.

The teacher may follow the procedure suggested in the note to the teacher for page 43. If necessary the teacher may tell the children the word *hungry*. She may point out that the word *played* is familiar and consequently *play* can be readily worked out.

If the teacher wishes, she may call attention to the final *y* in the words *Tyler*, *puppy*, *hungry*, and *happy* as they occur in the co-ordinating exercise. It is probably inadvisable to do extensive specific work on final *y* at this time.

## Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text of *Preparatory Book* page 43. She may assist the children in working out the words if her assistance is needed. When this work has been completed, additional pages for the class dictionary may be made.

The text of the co-ordinating exercise on page 43 may be printed on the blackboard. The teacher should substitute the following directions:



Draw a picture of the store  
that Tykey likes best.  
Draw Tykey in the store.

Page 44

### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 44.

The first co-ordinating exercise on this page is designed to review the familiar phonograms *er* and *st* and to introduce the phonogram *an*.

With respect to the presentation of this review work, the teacher is referred to pages 33-35 of this Manual.

### **Alternate preparatory activities**

The teacher may print on the blackboard the text of the first co-ordinating exercise. She may illustrate the material with simple pictures similar to those on page 44. The children may read each sentence and, after looking at the picture, select the word which correctly completes the sentence. Various children may indicate their choices.

When the work has been completed, the teacher should review the familiar phonograms *st* and *er* and should also introduce the phonogram *an*.

With respect to the presentation of this review the teacher is referred to pages 33-35 of this Manual. She should exercise the utmost caution in presenting phonograms. It is important that the child's active knowledge of word analysis become a tool for successful and skillful reading.

### **B. "DOWN OUR STREET," PAGES 37-51**

When the children have completed the work of Preparatory Book pages 29-44, or the corresponding alternate preparatory activities, they are prepared to read pages 37-51 of *Down Our Street*.

### Page 37

Teacher: Today we are going to begin to read another chapter in our book. What chapter have we read already? Who will find the page on which the first chapter began? What was the name of our first chapter? Yes, the name was "Our Village." The stories were about the village, weren't they?

Let us look at the next chapter. It begins on page 37. Look at the picture on page 37. What do you see in the picture? Shall I read the name of this chapter for you? The name of the chapter is "Topsy and Tykey." Topsy was a yellow kitten, and Tykey was a little dog. I think the stories will be about Topsy and Tykey, don't you? Why do you think they will be?

### Pages 38-39

Teacher: The name of the first story is "Topsy and the Yellow Kitten." The first part of the story is called "Topsy and Her Mother." The first part of the story begins on page 38 and ends on page 39. Let us read this part of the story silently.

The story of Topsy is a fanciful story and contains, as well as humor, an unobtrusive moral. The teacher should encourage the children to enjoy the humor and fancifulness of the story. She should not attempt to teach the story as a nature story or as a true story.

When the children have read pages 38 and 39, the teacher may ask the following questions:

1. Who was Topsy?
2. Topsy was good most of the time, but there was one time when she was not a very good kitten. Who will read the sentence that tells when Topsy was not a very good kitten?
3. Who will read what Jane said to Topsy?
4. What did Topsy say to her mother?
5. What did Topsy do?
6. What do you think will happen next?

### Pages 40-42

Teacher: Topsy ran away, didn't she? Where did Topsy go? If you don't remember, you will find the answer on page 39.

The next part of the story begins on page 40. It ends on page 42. Find the title of this part of the story. Who will read it aloud?

Read this part of the story silently and find out what happened to Topsy and the rabbits.

When the children have completed reading the material silently, they may plan to dramatize this part of the story. The characters may either read orally the various things they should say, or the teacher may suggest spontaneous speeches after the characters have reread the material.

### Pages 43-45

Teacher: Poor Topsy didn't want to be a kitten because she didn't want to be washed, and she could not be a rabbit because her ears were too little and her tail was too long. What do you think will happen to Topsy now? We will have to read the next part of this story to find out.

Look at page 43. The next part of the story begins on page 43. It ends on page 45. Look at the title on page 43. What do you think this part of the story is going to tell us about? Read this part of the story silently and find out what happened to Topsy next.

When the children have read pages 43-45 silently, characters may be chosen to dramatize these pages.

The teacher may ask the following questions:

1. Where did Topsy go after she left the rabbits?
2. Was Topsy happy with the squirrels?
3. What did Topsy do that Mother Squirrel didn't like?
4. Why did Topsy leave the squirrels?

### Pages 46-48

Teacher: Poor Topsy! She will not be a kitten and she cannot be a rabbit and she cannot be a squirrel. What do you think she will do now? The next part of the story begins on page 46 and ends on page 48. Look at the picture on page 46 and then read the title.

If there are any children in the class who do not know what a beaver is, the teacher should show pictures of beavers and tell the children a little about the beaver's habitat and characteristics.

The children should read the material on pages 46-48 silently. The material may then be read orally, or it may be dramatized.

#### Pages 49-50

Teacher: Well, Topsy cannot be a rabbit or a squirrel or a beaver. Why couldn't Topsy be a rabbit? Why couldn't she be a squirrel? Why couldn't she be a beaver? Can you think of any other animal that Topsy could be? Let us read the rest of this story. The last part of the story begins on page 49 and ends on page 50. You will find out what Topsy decided to do next.

When the children have read pages 49-50 silently, various children may read the material orally.

#### Enrichment activities

The children may dramatize the story, either reading the speeches directly from the book or preparing a "free" dramatization.

The children may tell the entire story in their own words.

The children may draw pictures to illustrate the part of the story that they like best. They should be encouraged to refer to the illustrations in the Reader for suggestions, but they should not attempt to copy the drawings.

One group of children may draw pictures of all the characters in the story. The name of each character may be printed under his picture, and the pages may be bound together to make a book for the library table.

#### Page 51

Teacher: You have heard me read many poems for you. Now you are going to read a poem. Do you know what the name of this poem is? Look at the title and read it. Now I will read the first two lines for you.

The teacher should read the first two lines of the poem to indicate the rhythm of reading. When she has read the first two lines orally, the children should read it silently.

The teacher should proceed in the same way with the remainder of the poem, reading each group of lines orally so that the children will understand the rhythm of the poem before they read it silently.

The teacher may find it inadvisable to ask the children to read the poem orally. Although this poem is extremely simple, the rhythm and expression required in reading poetry aloud may handicap the children. The teacher will probably find it preferable to read the poem orally several times and permit the children to join in as she reads.

## Unit II—Part 2

A. PREPARATORY BOOK PAGES 45-53 (PREPARATION FOR PAGES 52-68 OF "DOWN OUR STREET")

### Page 45

#### *New Words*

master	picture
end	would

#### Minimum repetition

master: *Preparatory Book*, page 45, 45, 45, 45, 45.

*Down Our Street*, pages 53, 54, 58, 58, 59.

end: *Preparatory Book*, pages 45, 45, 45, 45, 46.

*Down Our Street*, pages 54, 54, 57, 57, 57.

\*picture: *Preparatory Book*, page 45, 45, 45, 45, 45.

would: *Preparatory Book*, page 45, 45, 45, 45, 45.

*Down Our Street*, pages 52, 58, 58, 62, 62.

The teacher may follow the procedure suggested in the note to the teacher for page 45. Before the page is taken up, the teacher may discuss pets and in the discussion introduce the word *master*.

#### Alternate preparatory activities

The new vocabulary and the accompanying text presented on page 45 of the Preparatory Book

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\* *Picture*, like *words*, is a "technical" word—that is, a word which must be learned by the child in order to work out certain of the exercises.

may be printed on the blackboard. The teacher may assist the children in working out the new words. After this work is completed, additional pages may be made for the class dictionary.

The teacher may print on the blackboard the following directions:

Draw a picture of a dog and his master.  
Make the dog black and white.

This dog would like something to eat.  
Draw something for the dog to eat.  
He would like some red meat.

#### Page 46

#### *No New Words*

The children may read the text and follow the directions. They should need no assistance from the teacher.

#### Alternate preparatory activities

The teacher may print on the blackboard the following directions:

Draw a long train.  
Put X on the engine.  
Put XX on the end of the train.

Draw a parade.  
Tags wants to be in the parade.  
Draw Tags at the end of the parade.

#### Page 47

#### *New Words*

wanted	fill
gone	meat



### Minimum repetition

- wanted: *Preparatory Book*, page 47, 47, 47, 47, 47.  
           *Down Our Street*, pages 54, 56, 60, 61, 67.
- gone: *Preparatory Book*, page 47, 47, 47, 47, 47.  
        *Down Our Street*, pages 55, 56, 59, 59, 65.
- fill: *Preparatory Book*, page 47, 47, 47, 47, 47.  
        *Down Our Street*, pages 54, 54, 57, 57, 65.
- meat: *Preparatory Book*, page 47, 47, 47, 47, 47.  
        *Down Our Street*, pages 53, 54, 54, 54, 55.

The teacher may follow the procedure suggested in the note to the teacher for page 47.

The co-ordinating exercise on page 47 is a new type of exercise, and the teacher should make sure that the children understand the technique. She may call attention to the word which has been marked for their convenience. The teacher may supervise the marking of one or two additional words in order to assure herself that the children understand what they are to do. She should see that the children form the habit of recognizing the meaning of the words.

During the work of this co-ordinating exercise, the teacher should stress the value of this technique of finding familiar words or elements. (*An* is introduced on this page for this purpose.) Have the children pronounce each word and show that they understand it by defining it or using it in a sentence.

### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 47 of the *Preparatory Book*. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher should print on the blackboard the co-ordinating exercise on page 47. The children may examine the words silently, and various children may be selected to go to the blackboard and indicate how the words should be marked.



## Page 48

*No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 48.

On page 48 are introduced the phonograms *ill* and *ay*. *An* is reviewed on this page. The teacher should present and review the phonograms in the manner discussed on pages 33-35 of this Manual.

**Alternate preparatory activities**

The teacher may print on the blackboard the text on page 48 of the Preparatory Book. The third direction may be modified to meet the needs of the situation.

The teacher may make simple drawings on the blackboard similar in type to those on page 48. The phonograms *ill* and *ay* may be introduced, and the phonogram *an* may be reviewed in the manner suggested on pages 33-35 of this Manual.

## Page 49

*New Words*

plate	kitchen
table	smells

**Minimum repetition**

- plate: *Preparatory Book*, page 49, 49, 49, 49, 49.  
*Down Our Street*, pages 55, 55, 56, 59, 65.
- table: *Preparatory Book*, page 49, 49, 49, 49, 49.  
*Down Our Street*, pages 56, 56, 57, 57, 59.
- kitchen: *Preparatory Book*, page 49, 49, 49, 49, 49.  
*Down Our Street*, pages 56, 57, 59, 63, 64.
- smells: *Preparatory Book*, page 49, 49, 49, 49, 49.  
*Down Our Street*, pages 56, 56, 56, 63, 140.

The teacher may follow the procedure suggested in the note to the teacher for page 49.

### Re-use of Preparatory Book page 49

The children may reread silently the text of the co-ordinating exercise. They may draw a picture to illustrate the text.

The children may compose riddles about objects which have an odor. They may work out riddles similar to the following:

It grows in the garden.

It is pretty.

It smells good.

What is it?

(A flower)

It comes in a bottle.

Mother puts it on her handkerchief.

It smells good.

What is it?

(Perfume)

If the children enjoy making riddles, the best riddles may be printed on sheets of Manila paper, and a riddle book may be made for the library table.

### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and accompanying text presented on page 49 of the Preparatory Book. The teacher may make simple drawings similar to those on page 49. After the new words have been worked out, additional pages may be made for the class dictionary.

The teacher may print the following text on the blackboard:

Draw a kitchen.

Draw a table in the kitchen.

**Draw some plates on the table.**

Mother is in the kitchen.

Jim is in the kitchen too.

Mother has made something good to eat.

"I smell something good to eat!"

said Jim.

Draw Mother.

Draw Jim.

Draw something good to eat.

## Page 50

### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 50.

The groups of words on these pages may be used to review the initial sounds of *w*, *m*, *g*, and *f*.

### Alternate preparatory activities

The teacher may print on the blackboard the groups of words presented on page 50. She may either draw simple pictures similar in type to those on page 50, or she may ask the children to read the words from her copy of the Preparatory Book and indicate the word which identifies each picture.

## Page 51

### *New Words*

night      dinner

stay      wagging

### Minimum repetition

night: *Preparatory Book*, page 51, 51, 51, 51, 51.

*Down Our Street*, pages 58, 58, 63, 104, 115.

stay: *Preparatory Book*, pages 51, 51, 51, 51, 52.

*Down Our Street*, pages 58, 60, 61, 131, 131.

dinner: *Preparatory Book*, page 51, 51, 51, 51, 51.

*Down Our Street*, pages 59, 59, 63, 65, 65.

wagging: *Preparatory Book*, page 51, 51, 51, 51, 51.

*Down Our Street*, pages 58, 58, 58, 65, 143.

The teacher may follow the procedure suggested in the note to the teacher for page 51.

### Re-use of Preparatory Book page 51

The children may select one or two groups of sentences which accompany the new words and illustrate the groups of sentences. These pictures may be exhibited, and the other children may guess which group of sentences has been illustrated.

The children may compose simple text to describe the discarded pictures in the co-ordinating exercise.

### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 51 of the *Preparatory Book*. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may print on the blackboard the text of the co-ordinating exercise on page 51. The children may draw pictures to illustrate the three sentences.

### Page 52

#### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 52.

### Alternate preparatory activities

The teacher may print on the blackboard the groups of sentences presented on page 52 of the *Preparatory Book*, changing the second sentence of the second group to: *This cow ran away from the hay.*

The children may read each group of sentences and select the most logical sentence in each group. Various children may underline their choices. These choices may be discussed by the rest of the class.

If the teacher wishes, when the most logical sentences have been selected, they may be illustrated by the children.

### Page 53

#### *No New Words*

Page 53 constitutes a test of the child's mastery of the vocabulary of Unit II in *Down Our Street*. The teacher should make sure that each child understands the technique involved in this exercise, but should not assist him in selecting correct words, nor should she tell him whether he is right or wrong in his choices.

When the teacher is assured that the children understand the method of marking the words, she may read aloud the following words, allowing ample time for each child to find the word and underline it. The marking should be done with crayons.

work	be	clean	hill	Jane
why	smell	glad	liked	tail
wagging	nose	your	best	puppy
sleep	else	hill	gone	kitchen
until	night	stay	master	plate

When this work has been completed, the teacher may instruct the children to use crayons of a different color to mark the following words:

wanted	nuts	come	hello	Topsy
when	high	green	table	end
always	of	until	ears	would
been	hungry	fill	good	kitten
squirrels	liked	now	beaver	play

No re-use of this page is suggested, for the teacher will wish to make a careful diagnosis of any difficulties which the children may have encountered.

### Alternate preparatory activities

The teacher may print on the blackboard the group of words tested on page 53. In order that the teacher may have an objective record of each child's mastery of the vocabulary, it is advisable that she number the words consecutively. As she reads each word aloud, the children may find the word on the blackboard and write its number on their papers.

### B. "DOWN OUR STREET," PAGES 52-68

When the children have completed the work of Preparatory Book pages 45-53, or the corresponding alternate preparatory activities, they are prepared to read pages 52-59 in *Down Our Street*. They may also read the review story on pages 60-68 of *Down Our Street*, which is based on the vocabulary introduced in the Preparatory Book and repeated in the First Reader prior to these pages.

When the children have completed the material on pages 52-68 of *Down Our Street*, the teacher may administer the comprehension test for Unit II, which is presented on page 54 of the Preparatory Book.

### Pages 52-54

Teacher: We have read a story about Topsy and now we will read a story about Tykey. The story about Tykey begins on page 52. Turn to page 52. The name of the story is "Tykey, a Hungry Puppy." What is the name of the first part of the story?

The first part of the story begins on page 52 and it ends on page 54. Read this part of the story silently.

Now that you have finished reading this part of the story, we will be able to read it aloud. Who will read the sentences that describe the way Tykey looked? Who will read the sentence on page 52 that tells how Tykey felt? Who will read the sentence that tells what Tykey had in the morning?

What did Tykey like best to eat? Poor Tykey never seemed to get enough to eat, did he? Who will read all of page 54 aloud?

### Pages 55-57

Teacher: The next part of our story begins on page 55 and ends on page 57. It tells you about an adventure that Tykey had. What is the name of this part of the story?

Read pages 55, 56, and 57 silently and find out what happened.

When the children have read the material silently, the teacher may ask them to tell her what happened in this part of the story. She should ask the children to tell this part of the story in their own words and not in the exact phrasing of the text.

### Pages 58-59

Teacher: What do you think is going to happen to Tykey? He took some meat that didn't belong to him, didn't he? Read the rest of this story and find out what happened.

When the children have read the material silently, several of them may read it orally.

### Pages 60-68

The material on these pages is similar in character to the material on pages 31-36. The story contains no vocabulary that has not been used and adequately repeated in the Preparatory Book and in preceding pages of the Reader.

Since the material is the same in character as that on pages 31-36, the teacher may use it in any of the ways suggested for pages 31-36. (See page 41 of this Manual.)

### Enrichment activities

The teacher may read to the children "My Dog," from *Under the Tent of the Sky*, by John E. Brewton (Macmillan).

The children may make a booklet of big pictures and stories about dogs.

They may tell about their own dogs or other pets.



The children may tell how dogs help people. The teacher may find it advisable to tell the children about "The Seeing Eye" and how the dogs help the blind. Information may be obtained by writing to "The Seeing Eye," Morristown, N. J.

### BOOKS FOR THE LIBRARY TABLE

#### Easy books

AUTHOR	TITLE	PUBLISHER
Dearborn.	<i>Kitten-Kat.</i>	Macmillan.
Evers.	<i>The Merry Mouse.</i>	Farrar.
Flack.	<i>Angus and the Ducks.</i>	Doubleday.
Hardy.	<i>Wag and Puff.</i>	Wheeler.
Huber.	<i>Cinder the Cat.</i>	American Book.
Troxell and Dunn.	<i>Baby Animals.</i>	Row Peterson.

#### Other books to read

Batchelder.	<i>Adventures of Chippy-Bobbie.</i>	Nelson.
Dussauze.	<i>Little Jack Rabbit.</i>	Macmillan.
Flack.	<i>Topsy.</i>	Doubleday.
Haders.	<i>Whiffy McMann.</i>	Oxford.
Lathrop.	<i>Who Goes There?</i>	Macmillan.
Lida.	<i>Plouf, the Little Wild Duck.</i>	Harper.
	<i>Pompom, the Little Red Squirrel.</i>	
Newberry.	<i>Babette.</i>	Harper.
Orton.	<i>The Twin Lambs.</i>	Stokes.
Sayers.	<i>Bluebonnets for Lucinda.</i>	Viking.
Sewell.	<i>Peggy and the Pony.</i>	Oxford.

### Poems to be read to the children.

- "Adventure," from *Maggie Lane*, by Turner (Harcourt).  
 "Cat," by Baruch, from *Sung Under the Silver Umbrella* (Macmillan).  
 "Conversation," by Robinson, from *Sung Under the Silver Umbrella* (Macmillan).  
 "Good-Morning," by Sipe, from *Sung Under the Silver Umbrella* (Macmillan).  
 "The Hairy Dog," by Asquith, from *Sung Under the Silver Umbrella* (Macmillan).  
 "Meeting the Easter Bunny," by Bennett, from *Sung Under the Silver Umbrella* (Macmillan).  
 "Mice," by Fyleman, from *Sung Under the Silver Umbrella* (Macmillan).

### Recommended films

Adventures of Bunny Rabbit.	Erpi Classroom Films, Inc.	1 reel.
Adventures of Peter.	Eastman.	$\frac{3}{4}$ reel.
Animals of the Zoo.	Erpi Classroom Films, Inc.	1 reel.
Baby Beavers.	Eastman.	$\frac{1}{2}$ reel.
Bears.	Eastman.	$\frac{1}{4}$ reel.
Beavers.	Eastman.	1 reel.
Br'er Rabbit and his Pals.	Pathe Educational Films.	1 reel.
Gray Squirrel.	Erpi Classroom Films, Inc.	1 reel.
Robin Redbreast.	Erpi Classroom Films, Inc.	1 reel.

### Suitable games

Bancroft.	<i>Games</i> (Animal Blind Man's Buff).	Macmillan.
	<i>Games</i> (Beast, Bird or Fish).	
	<i>Games</i> (Baste the Bear).	
	<i>Games</i> (Fox and Squirrel).	
	<i>Games</i> (Hound and Rabbit).	
	<i>Games</i> (Lame Fox and Chickens).	
	<i>Games</i> (Squirrel and Nut).	
	<i>Games</i> (Squirrel in Trees).	

## Chapter IV

### DAILY LESSONS PLANS FOR UNIT III—"CIRCUS STORIES"

#### Topic

The main center of interest in the third unit of the First Reader is the circus which comes to the village. The children go to the circus, they hear a story about an elephant, and they find a little bear that has escaped from the circus. Most children will have attended a circus. Those children who have never gone to a circus will obtain the experience vicariously as they read the third unit in the First Reader. The teacher should point out to these children that books are able to tell us about many places we have not seen and many things we have not done.

The work of the third unit consists of pages 69-98 of *Down Our Street* and of pages 55-74 of the Preparatory Book which accompanies the First Reader. The sequence of lessons is as follows:

*Preparatory Book*, pages 55-68 (or alternate preparatory activities)

*Down Our Street*, pages 69-82

*Preparatory Book*, pages 69-73 (or alternate preparatory activities)

*Down Our Street*, pages 83-98

*Preparatory Book*, page 74 (comprises a comprehension test based upon the stories in Unit III of *Down Our Street*.)

As in previous units of the First Reader, each group of pages of the Preparatory Book, or the alternate preparatory activities, must precede the corresponding material in the First Reader so that the child may be fully prepared with the necessary vocabulary and reading skills for successful reading of the material of the Reader.

#### Related activities

The following list of activities, which may be undertaken to enrich and extend the materials of the unit, will be of assistance to the teacher.

1. *Topics for discussion, experience stories, etc.*

What to see at a circus

A circus parade

The animals in a circus

What a clown does

What I saw at the circus

How a circus moves from one town to the next

The people in the circus whom I like best

2. *Things to make and do*

Plan a circus at school

Make a large picture or a mural of a circus

Make posters announcing the class circus

Make a "moving picture" of one of the stories

### ***Unit III—Part 1***

A. PREPARATORY BOOK PAGES 55-68 (PREPARATION FOR PAGES 69-82 OF "DOWN OUR STREET")

Page 55

*New Words*

Bobby     stories

circus     clown

Minimum repetition

Bobby: *Preparatory Book*, page 55, 55, 55, 55, 55.

*Down Our Street*, pages 70, 70, 70, 71, 72.

circus: *Preparatory Book*, page 55, 55, 55, 55, 55.

*Down Our Street*, pages 69, 70, 70, 72, 72.

stories: *Preparatory Book*, page 55, 55, 55, 55, 55.  
*Down Our Street*, pages 69, 72, 72, 122, 122.  
 clown: *Preparatory Book*, page 55, 55, 55, 55, 55.  
*Down Our Street*, pages 71, 71, 71, 74, 74.

The teacher may follow the procedure suggested in the note to the teacher for page 55. The word *Bobby*, of course, will have to be told to the children. Attention may be called to *st* in *stories* and *y* in *Bobby*.

### Alternate preparatory activities

The teacher may work with small groups of children. The children may look at page 55 of the teacher's copy of the *Preparatory Book*. They may read the material silently and work out the new words. They may then read the text of the co-ordinating exercise and indicate how they will follow each direction.

Attention may be called to *st* in *stories* and *y* in *Bobby*.

### Page 56

#### *No New Words*

In addition to its other purposes, this exercise introduces the phonogram *ing*. When the children have completed the other work on this page, the teacher may call attention to the phonogram introducing it in the manner suggested on pages 33-35 of this Manual.

### Alternate preparatory activities

The teacher may print on the blackboard the text of page 56 of the *Preparatory Book*. She may illustrate with a simple drawing one sentence in each group. The children may read the sentences silently and select the one in each group which correctly describes the picture.

When this work has been completed, the teacher may introduce the phonogram *ing*, presenting it in the manner suggested in pages 33-35 of this Manual.

## Page 57

*New Words*

elephant	funny
tricks	baby

## Minimum repetition

- elephant: *Preparatory Book*, page 57, 57, 57, 57, 57.  
               *Down Our Street*, pages 70, 72, 72, 72, 72.
- tricks: *Preparatory Book*, page 57, 57, 57, 57, 57.  
               *Down Our Street*, pages 70, 71, 71, 71, 72.
- funny: *Preparatory Book*, page 57, 57, 57, 57, 57.  
               *Down Our Street*, pages 71, 71, 71, 90, 90.
- baby: *Preparatory Book*, page 57, 57, 57, 57, 57.  
               *Down Our Street*, pages 72, 72, 73, 73, 73.

The teacher may follow the procedure suggested in the note to the teacher for page 57.

The phonogram *tr* may be introduced in the manner suggested on pages 33-35 of this Manual. The teacher may introduce the phonogram final *y* at this time.

## Re-use of Preparatory Book page 57

The children may compose riddles about the circus. These riddles may be added to the class riddle book.

## Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 57 of the Preparatory Book. She should obtain or draw pictures of an elephant and of a baby to illustrate the words *elephant* and *baby*. When the new words have been worked out, additional pages may be prepared for the class dictionary.

In place of the co-ordinating exercise on page 57, the teacher may print the following riddles on the blackboard:

I am an animal.  
 I am big.  
 I live in a circus.  
 I do funny tricks  
 with one of the clowns.  
 What am I?

I am little.  
 I like toys.  
 Some times I cry.  
 I can not run and play.  
 Who am I?

The children may read the riddles silently and decide upon the correct answer for each one. Various children may tell their answers, and these may be discussed by the group.

The teacher may introduce the phonogram *tr* in the manner suggested on pages 33-35 of this Manual. Attention may be called to *y* in *funny* and *baby*.

## Page 58

### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 58.

In addition to the other aspects of this exercise, there is presented an opportunity for the teacher to review the initial letters *c*, *b*, *f*, and *e*. The teacher may present the review in the manner suggested on pages 33-35 of this Manual.



### Alternate preparatory activities

The teacher may print on the blackboard the word discrimination exercise. The children may read each group of words and select the one which correctly identifies a simple accompanying illustration. When this work has been completed, the teacher may review the initial letters *c*, *b*, *f*, and *e* in the manner suggested on pages 33-35 of this Manual.

#### Page 59

##### *New Words*

once	fine
lived	cap

- once: *Preparatory Book*, page 59, 59, 59, 59, 59.  
*Down Our Street*, pages 73, 75, 79, 142, 170.
- lived: *Preparatory Book*, page 59, 59, 59, 59, 59.  
*Down Our Street*, pages 73, 74, 74, 78, 79.
- fine: *Preparatory Book*, page 59, 59, 59, 59, 59.  
*Down Our Street*, pages 74, 75, 78, 78, 79.
- cap: *Preparatory Book*, page 59, 59, 59, 59, 59.  
*Down Our Street*, pages 73, 74, 74, 75, 75.

The teacher may follow the procedure suggested in the note to the teacher for page 59.

When the children have completed the work of the co-ordinating exercise, the teacher may review the initial letters *f*, *l*, and *c*, using the words placed under each picture. The review may be conducted in the manner suggested on pages 33-35 of this Manual.

#### Re-use of Preparatory Book page 59

The children may illustrate various groups of sentences which accompany the new words. These pictures may be exhibited, and the other children may guess which groups of sentences have been illustrated.

### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 59 of the Preparatory Book. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may print on the blackboard the material of the co-ordinating exercise for page 59. She may make simple drawings to accompany the groups of words, and the children may select the word which correctly describes the picture. Various children may indicate their choices on the blackboard.

When this work has been completed, the teacher may review the initial letters and sounds of *f*, *l*, and *c* in the manner suggested on pages 33-35 of this Manual.

### Page 60

#### *No New Words*

When the work in the second co-ordinating exercise has been completed, the teacher may present the phonogram *en* in the manner suggested on pages 33-35 of this Manual.

### Re-use of Preparatory Book page 60

The children may reread the text of the story presented on this page. They may then draw pictures to illustrate the story.

### Alternate preparatory activities

The teacher may print on the blackboard the co-ordinating exercises presented on page 60 of the Preparatory Book.

The children may read the text of the first co-ordinating exercise. They may then read the questions and select the correct answers. The children may read parts of the text aloud to verify their answers.

The teacher may make simple drawings to illustrate one sentence in each group of sentences in the second co-ordinating exercise. The children may read silently each pair of sentences and may

select the sentence which correctly describes the picture. Various children may indicate their choices on the blackboard.

When this work has been completed, the teacher may introduce the phonogram *en* in the manner suggested on pages 33-35 of this Manual.

## Page 61

### *New Words*

monkey	coat
Jingo	kind

### Minimum repetition

monkey: *Preparatory Book*, page 61, 61, 61, 61, 61.

*Down Our Street*, pages 74, 75, 76, 80, 84.

Jingo: *Preparatory Book*, page 61, 61, 61, 61, 61.

*Down Our Street*, pages 74, 74, 74, 75, 76.

coat: *Preparatory Book*, page 61, 61, 61, 61, 61.

*Down Our Street*, pages 75, 76, 77, 77, 77.

kind: *Preparatory Book*, page 61, 61, 61, 61, 61.

*Down Our Street*, pages 77, 79, 81, 88, 190.

The teacher may follow the procedure suggested in the note to the teacher for page 61. Although she may tell the children the word *Jingo*, she should point out the familiar word *go* contained in *Jingo*. Some of the children will be able to work out the new word if this suggestion is made. The other children should be told promptly, and those who succeed in working out the word should be praised, although the teacher should be careful not to embarrass a child who has not been able to do so.

### Re-use of Preparatory Book page 61

The children may continue to make circus riddles for their riddle book. Available text on preceding pages of the Preparatory Book may be used in composing the riddles.

### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and accompanying text presented on page 61 of the Preparatory Book. She may draw simple pictures to illustrate the words *monkey*, *Jingo*, and *coat*. When the children have worked out the new words with the teacher's assistance, additional pages may be prepared for the class dictionary.

The teacher may print the following directions on the blackboard:

I am Jingo.  
 I am a monkey.  
 I am brown.  
 Draw my picture.  
 Jingo has a red coat.  
 He has a red cap, too.  
 Draw a red coat for Jingo.  
 Put a red cap on Jingo.  
 I am a big gray animal.  
 I do tricks with the clown.  
 The clown is kind to me.  
 Draw my picture.  
 Draw a picture of my kind friend, too.

### Page 62

#### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 62. The children should need little assistance or instruction from the teacher in working out this page.

### Alternate preparatory activities

The teacher may print on the blackboard the text of page 62 of the Preparatory Book. The first co-ordinating exercise may be modified to read:

Which one is the monkey?

Jingo      Bobby

Which one is big?

monkey      elephant

Which one is little?

Mother      Baby

In printing the text of the second co-ordinating exercise, the teacher may omit the word *here* in the first line.

## Page 63

### *New Words*

monkey's	bear
walking	still

### Minimum repetition

- monkey's: *Preparatory Book*, page 63, 63, 63, 63, 63.  
               *Down Our Street*, pages 78, 79, 82, 85, 188.
- walking: *Preparatory Book*, page 63, 63, 63, 63, 63.  
               *Down Our Street*, pages 79, 80, 81, 81, 81.
- bear: *Preparatory Book*, page 63, 63, 63, 63, 63.  
               *Down Our Street*, pages 79, 79, 79, 80, 82.
- still: *Preparatory Book*, pages 63, 63, 63, 63, 64.  
               *Down Our Street*, pages 78, 82, 85, 94, 133.

The teacher may follow the procedure suggested in the note to the teacher for page 63.

Since the new word *bear* is introduced on this page, the children should be encouraged to tell about this animal. They should have an opportunity, through discussion, picture study, stories, and informational material, to extend their knowledge of this animal. As the children work out the new word

*monkey's*, the teacher may refer them to the word *monkey* introduced on page 61. If she wishes, she may point out the method of forming the possessive.

The *ing* in *walking* and the *ill* in *still* may be noted after the words have been studied.

### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 63 of the Preparatory Book. The teacher should obtain a picture of a bear to illustrate the new word. When the children have worked out the new words, additional pages may be made for the class dictionary.

The *ing* in *walking* and the *ill* in *still* may be noted after the words have been studied.

The teacher may print the following directions on the blackboard:

Draw a bear walking around the circus.

Draw a monkey.

Draw a coat for the monkey.

Make the monkey's coat red.

Draw a clown and a dog.

The dog can do tricks.

One of his tricks is to roll over  
and be very still.

### Page 64

#### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 64.

When the work on this page has been completed, the teacher may review the initial letters *w* and *b*, and if she has not done so before, may present the phonogram *st* in the manner described on pages 33-35 of this Manual.

The teacher should stress, with respect to the second co-ordinating exercise, the value of finding familiar words and word parts in other words.

### Alternate preparatory activities

The teacher may print on the blackboard the material presented on page 64 of the Preparatory Book. She may draw simple pictures to illustrate the word groups in the first co-ordinating exercise. The children may read each group of words silently and select the word which correctly identifies the picture. Various children may indicate their choices on the blackboard. When this work has been completed, the teacher may review the initial letters *w* and *b*, and if she has not done so before, may introduce the phonogram *st* in the manner suggested on pages 33-35 of this Manual.

The children may read the material of the second co-ordinating exercise. Various children may go to the blackboard to draw lines around the little words which are found in the bigger words.

### Page 65

#### *New Words*

wear	very
never	sad

### Minimum repetition

wear: *Preparatory Book*, pages 65, 65, 65, 65, 66.

*Down Our Street*, pages 75, 76, 79, 80, 80.

never: *Preparatory Book*, pages 65, 65, 65, 65, 66.

*Down Our Street*, pages 76, 76, 80, 80, 95.

very: *Preparatory Book*, page 65, 65, 65, 65, 65.

*Down Our Street*, pages 77, 77, 77, 77, 78.

sad: *Preparatory Book*, page 65, 65, 65, 65, 65.

*Down Our Street*, pages 78, 82, 86, 104, 124.

The teacher may follow the procedure suggested in the note to the teacher for page 65. As the children work out the new word *wear*, the teacher may stress the value of finding familiar word parts in new words. She may point out that the children are familiar with the sound of the initial letter *w* and that they are also familiar with the word *bear* introduced on page 63. Although the teacher



should call attention to the similarity between *bear* and *wear*, she should not introduce *ear* as a phonogram, since its sound in these words is not its most common sound. The *y* in *very* and the *er* in *never* may be noted.

### Re-use of Preparatory Book page 65

The children may compose simple text to describe the pictures which were not selected as the correct answers.

### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 65 of the Preparatory Book. The *y* in *very* and the *er* in *never* may be noted. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may print the following directions on the blackboard:

Draw a dog.  
 The dog is very hungry.  
 He looks very sad.  
 Make your dog look very sad.  
  
 Jim had never been to a circus.  
 He wanted to go to a circus.  
 At last he went with Father.  
 Draw a picture of a circus.

### Page 66

#### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 66.

When the exercise has been completed, the teacher may review the phonogram *ay*, using the text and the words of the last sentence group and reviewing the phonogram in the manner described on pages 33-35 of this Manual.

### Alternate preparatory activities

The teacher may print on the blackboard the groups of sentences in the co-ordinating exercise on page 66 of the Preparatory Book. She may make a simple illustration for one sentence in each group. The children may read each group and select the sentence which describes the picture. When this work has been completed, the teacher may review the phonogram *ay*.

### Page 67

#### *New Words*

pulled  
him

### Minimum repetition

pulled: *Preparatory Book*, page 67, 67, 67, 67, 67.

*Down Our Street*, pages 83, 87, 87, 87, 87.

him: *Preparatory Book*, page 67, 67, 67, 67, 67.

*Down Our Street*, pages 83, 87, 91, 95, 96.

The teacher may follow the procedure suggested in the note to the teacher for page 67.

The teacher may review the phonogram *en*.

### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 67 of the Preparatory Book. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may print on the blackboard the co-ordinating exercises on page 67. In the first co-ordinating exercise the children may read the words silently and find the phonogram *en* in each word. Various children may be selected to indicate the position of the phonogram in the words.

The children may read the text of the second co-ordinating exercise and draw a picture to illustrate it.

**Page 68***No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 68.

**Re-use of Preparatory Book page 68**

The children may read the text silently and draw a line under each sentence which verified their marking of each statement.

The children may draw pictures to illustrate the story. In connection with this work the teacher may, if she wishes, point out that the story is divisible into definite parts. She may ask the children to reread the story and decide where these parts begin and end. The children may make drawings to illustrate each part of the story.

**Alternate preparatory activities**

The teacher may print on the blackboard the material on page 68 of the Preparatory Book. The children may read the story silently and then decide whether each statement is false or true. Various children may indicate how they would mark the statements. Other children may read aloud parts of the story which verify their answers. The children may then draw pictures to illustrate the story.

**B. "DOWN OUR STREET," PAGES 69-82**

When the children have completed the work of Preparatory Book pages 55-68, or the corresponding alternate preparatory activities, they are prepared to read pages 69-82 in *Down Our Street*.

**Page 69**

Teacher: Now we are ready to begin to read a new chapter in our book. If you will look at page 69, you will find out what this chapter is about. Who will read the title?

The teacher should give the children ample time to discuss the picture on page 69 and talk about circuses or circus parades that they have seen.

**Pages 70-72**

Teacher: Let us look at the first story in this chapter. It begins on page 70 and it ends on page 72. Look at the pictures on these pages. Did you ever see a horseback rider in a circus? Did you see her do tricks on a horse? What tricks did she do?

Look at the clown on page 71 again. Have you ever seen clowns dressed like these are? What other kinds of clowns have you seen? Clowns are the fun in a circus, aren't they? What tricks do the clowns play?

Read the first story silently.

When the children have read the material silently, several of them may read it orally.

**Pages 73-78**

Teacher: Now we are going to read the story that Bobby's father told. It begins on page 73. The name of the story is "Baby Elephant and the Red Cap." Who will find the name of the first part of the story? The first part of the story begins on page 73 and ends on page 74. The next part begins on page 75. Look at page 75. Who can find the title of the second part?

We are going to read the first two parts of this story. You will begin on page 73 and you will read to the end of page 78. Look at the pictures in the first two parts of the story, and then read from page 73 to page 78 silently.

When the children have read pages 73-78 silently, the teacher may ask the following questions:

1. Read the sentence that tells where Baby Elephant lived.
2. Where did the clown live?
3. Look at page 74 and find three things that Jingo owned.
4. What did Baby Elephant say when he went to the clown?
5. Did the clown want Baby Elephant to have the red cap?
6. What did the clown say to the monkey?
7. Look at page 76 and read what the monkey said to the clown.
8. What did the clown give Baby Elephant?

9. Do you think that the blue coat looked funny on Baby Elephant? Read the sentence that makes you think so.

10. Why was Baby Elephant still very sad?

### Pages 79-82

Teacher: The next part of the story begins on page 79 and ends on page 82. Look at the pictures on these pages. What do you think is happening in this part of the story?

Read this part of the story silently. Then we will be able to read it aloud.

The teacher should give the children ample time to read pages 79-82 silently. The children should read independently, but the teacher should observe the children as they read and should assist any child that is having difficulty.

When the material has been read silently, various children may read the pages orally.

Teacher: Now we have read three parts of this long story. The story began on page 73 and we have read to the end of page 82. Glance at the story again and look at the pictures. Who will tell what happened in the first part of the story? Who will tell what happened in the second part? Who will tell what happened in the part we have just read?

The next time we read in our books we will finish the story. Before we finish the story, we must do some work in our preparatory books. (If the children are not using preparatory books, the teacher should modify this statement.) If we do our work in the preparatory books carefully, we will be able to read the rest of the story about Baby Elephant without any trouble at all.

### Enrichment activities

The story of Baby Elephant forms admirable material for a puppet show. At this time the children may begin to make puppets to represent the characters who have appeared. Other children may make the costumes, and still another group may build a puppet theater. However, if the children have suggested the building of a classroom circus, the teacher will probably find it unwise to introduce the puppet show. Too many major activities at one time will distract or confuse the children.

If the children are making neither a puppet show nor a circus, the teacher may wish to suggest that

a very good "moving picture" could be made about Baby Elephant. The making of a "moving picture," besides being an enjoyable activity, will afford an intense and highly motivated review of the story, since it will lead to much rereading for verification of details, making plans, making the pictures, selecting the captions, etc. The first reading should be for the purpose of deciding what pictures to make. The teacher should point out to the children that every step in the story must be represented by a picture. Thus it is obvious that in work of this type children must reread in order to note the main points of the story. When the pictures have been completed and the captions have been pasted on the pictures, or if a talking picture is being presented, a group of children is prepared to read the story, the pictures may be pasted together on a roll of shelf paper. The "film" should then be rolled on a cylinder of wood, such as a broom handle cut to the proper length. The last picture of the strip of film should be pasted to the wooden cylinder, and then the film should be rolled around the cylinder. The first picture on the film may be pasted on the second cylinder. A theater may be built in which there is a "screen" of sufficient size to show the pictures on the film. Two children may stand behind the theater and unroll the film as the readers or captions tell the story.

### *Unit III—Part 2*

A. PREPARATORY BOOK PAGES 69-73 (PREPARATION FOR PAGES 83-98 OF "DOWN OUR STREET")

#### Page 69

##### *New Words*

bump	barrel
Jingo's	tar

#### Minimum repetition

bump: *Preparatory Book*, page 69, 69, 69, 69, 69.

*Down Our Street*, pages 84, 84, 84, 84, 91.

Jingo's: *Preparatory Book*, pages 69, 69, 69, 69, 70.

*Down Our Street*, pages 83, 83, 85, 85, 91.



- barrel: *Preparatory Book*, page 69, 69, 69, 69, 69.  
           *Down Our Street*, pages 84, 84, 85, 86, 87.
- tar: *Preparatory Book*, page 69, 69, 69, 69, 69.  
       *Down Our Street*, pages 84, 84, 85, 85, 85.

The teacher may follow the procedure suggested in the note to the teacher for page 69.

The teacher should point out that the new word *Jingo's* can be easily read, since the children know the word *Jingo*. The teacher will probably find it advisable to tell the children the word *tar* and explain its meaning. It is very important that the children know what tar is since much of the interest of the next episode in the story about Jingo depends upon their realizing the full implication of his predicament in the barrel of tar. If street repairs are being made in the vicinity of the school, it may be advisable for the children to see for themselves what tar is. If the teacher has any opportunity to show the children some tar, she should do so.

### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 69 of the *Preparatory Book*. She may prepare simple drawings similar in type to those on page 69. It is important that she develop the concept of the word *tar* for reasons pointed out above. When the new words have been worked out, additional pages may be made for the class dictionary.

The teacher may print the following directions on the blackboard as a substitute for the co-ordinating exercise on page 69:

Draw a barrel of tar.  
 Then put an X on the barrel.

Draw a city street.  
 There is a bump in the street.  
 Draw a car going over the bump.



Draw Jingo.  
Draw a coat and a cap for Jingo.  
Make Jingo's cap red.  
Make Jingo's coat red.

## Page 70

### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 70. When the work in the co-ordinating exercise has been completed, the teacher may review the phonogram *ing* and introduce the phonogram *ar* in the manner suggested in the note to the teacher on pages 33-35 of this Manual.

### Alternate preparatory activities

The teacher may print the following directions on the blackboard:

Draw Jingo.  
Draw Jingo's cap.  
Draw Jingo's coat, too.  
Put an X on the monkey's ear.

The teacher may print on the blackboard the text of the last co-ordinating exercise on page 70 of the Preparatory Book. The children may read the words silently and then orally, listening for the sound of *ing*. Various children may indicate the position of *ing* in the words.

### Enrichment activities

The children may draw pictures of a circus parade. They may make either individual pictures or a large mural. The children enjoy making murals either with crayons or with colored paper, and the teacher should not overlook this type of activity.

## Page 71

*New Words*

head	please
by	give

## Minimum repetition

- head: *Preparatory Book*, page 71, 71, 71, 71, 71.  
*Down Our Street*, pages 85, 85, 88, 91, 166.
- by: *Preparatory Book*, pages 71, 71, 71, 71, 72.  
*Down Our Street*, pages 85, 88, 91, 119, 176.
- please: *Preparatory Book*, pages 71, 71, 71, 71, 72.  
*Down Our Street*, pages 85, 86, 86, 87, 190.
- give: *Preparatory Book*, pages 71, 71, 71, 71, 72.  
*Down Our Street*, pages 86, 86, 87, 92, 98.

The teacher may follow the procedure suggested in the note to the teacher for page 70. Since the co-ordinating exercise on this page requires a new type of work, the teacher may find it advisable to explain fully what is to be done and may assist the children with the first word.

## Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 71 of the *Preparatory Book*. She should draw or obtain an illustration of a horse's head to illustrate the new word *head*. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may print the following directions on the blackboard:

Draw a picture of a squirrel.  
 Put an X on the squirrel's head.

Draw a picture of a monkey.  
 Give the monkey a red cap.  
 Put the cap on the monkey's head.

Draw a picture of an elephant.  
 Put an X on his head.

## Page 72

### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 72.

When the children have selected the completing sentence for the story, the story may be read orally so that the children may decide whether they have selected a logical ending.

Additional work of the type presented in the first co-ordinating exercise may be provided for the children. Ability to complete a story in a logical fashion involves other abilities important to successful reading, such as reading attentively, retaining the main thought, recalling details, etc.

After the work of the second co-ordinating exercise has been completed, the teacher may review the initial letters *m*, *j*, *c*, *b* and their sounds in the manner described on pages 33-35 of this Manual.

### Re-use of Preparatory Book page 72

The children may read the story again and they may draw illustrations for the story.

The children may reread the material silently and continue the story. They may tell their part of the story aloud.

### Alternate preparatory activities

The teacher may print on the blackboard the question and the three possible answers which are found on page 72 of the Preparatory Book. She may then read the text of the story aloud. The children may discuss the story and select the sentence which they feel will logically complete the story.

The teacher may print on the blackboard the groups of sentences in the second co-ordinating exercise on page 72. She may make a simple illustration for one sentence in each group. The children

may read the group of sentences and select the sentence which describes the picture. When this work has been completed, the teacher may review the initial letters *m*, *j*, *c*, *b* and their sounds in the manner described on pages 33-35 of this Manual.

## Page 73

### *No New Words*

The material on page 73 constitutes a test of the child's mastery of the vocabulary of Unit III in *Down Our Street*. Although the work should be very informal, the teacher should not assist the child in finding the right word, nor should she tell him whether his answer is right or wrong. The teacher should be very sure that every child remembers the technique used in working out this test.

When the teacher has reviewed the technique needed in this exercise and has, if necessary, demonstrated the technique, she may read aloud the following words, giving every child ample time to locate each word and underline it. The marking should be done with crayons.

cap	still	barrel	glad
tar	bump	Jingo's	kind
monkey's	wear	head	once
please	every	give	about

The teacher may then instruct the children to use crayons of a different color in marking the next group of words:

clowns	sad	baby	give
table	fine	Jingo	kitchen
monkey	walking	him	off
pulled	else	lived	around

The teacher may instruct the children to use still another color of crayon and mark the following words as she reads them aloud:

coat	stories	bear	green
tricks	funny	Judy's	know

never  
parade

very  
ears

high  
look

one  
animal

No re-use should be made of this test, since the teacher will wish to study the results carefully and diagnose any difficulties which have arisen.

### Alternate preparatory activities

The teacher may print on the blackboard the word groups found on page 73 of the Preparatory Book. Since the teacher will wish an objective record of each child's progress, it is suggested that she number the words consecutively. As she reads each word aloud, the children may find the word and write its number on their papers.

### B. "DOWN OUR STREET," PAGES 83-98

When the children have completed the work of Preparatory Book pages 69-73, or the corresponding alternate preparatory activities, they are prepared to read pages 83-88 in *Down Our Street*. They are also adequately prepared to read the material on pages 89-98 which is based upon the vocabulary introduced in the Preparatory Book and repeated in the First Reader prior to these pages.

When the children have read pages 83-98 of *Down Our Street*, the teacher may administer the comprehension test for Unit III, which is presented on page 74 of the Preparatory Book.

### Pages 83-88

Teacher: Now we are ready to read the rest of the story of Baby Elephant. I think it would be wise, however, to recall what the first parts of the story were about before we go on. Perhaps the pictures will help you remember the parts that you have already read. Look at the pictures on pages 73 to 82. Who can tell us what happened on those pages?

Although the teacher should not require the children to read the material orally again, she should make sure that the children recall the events on the previous pages of the story. The children may

retell the first parts of the story, or they may glance quickly over the story before continuing the reading.

Teacher: Baby Elephant has the clown's blue coat and he has the big brown bear's walking stick. All the elephants in the circus said he looked just fine. The clown and the big black bear said he looked just fine, but Baby Elephant still wanted the monkey's red cap.

Let us read the last part of this story. It begins on page 83 and doesn't end until page 88. Read it silently, and then we will read it aloud.

When the children have read the material silently, the teacher may ask the following questions:

1. Why do you think that Jingo was thrown into the barrel of tar? Was it really Jingo's fault?
2. Who will read the first four sentences on page 85? These sentences tell what happened when Jingo fell into the tar.
3. What did the monkey offer to give Baby Elephant first? If you don't remember, you will find the answer on page 86.
4. What did Jingo offer Baby Elephant next? The answer to that question is on page 86, too.
5. Why did Baby Elephant say that he would pull the monkey out of the tar?
6. Look at the picture and tell how Baby Elephant got the monkey out of the tar.
7. Did Jingo live up to the bargain he had made with Baby Elephant?
8. Who will read the sentences on page 88 that tell what Baby Elephant did when Jingo gave him the red cap?

### Pages 89-98

The material on pages 89-98 is similar in character to the stories presented on pages 31-36 and 60-68 in that it contains no vocabulary that has not been previously used and adequately repeated in the Preparatory Book and in preceding pages of the Reader. It has not been thought necessary, however, to present in different context every word introduced in the Preparatory Book, or the alternating preparatory activities, in preparation for the reading of pages 69-88 of the Reader.

Since the character of the story is the same as that on pages 31-36, the teacher may use the material in any of the ways suggested for pages 31-36. (See page 41 of this Manual.)



## BOOKS FOR THE LIBRARY TABLE

## Easy books

AUTHOR	TITLE	PUBLISHER
La Rue.	<i>In Animal Land.</i>	Macmillan.
	<i>The Good Time Book.</i>	
	<i>Under the Story Tree.</i>	

## Other books to read

Flack.	<i>Wait for William.</i>	Houghton.
Gale.	<i>Circus Babies.</i>	Rand, McNally.
Gincano and Hunter.	<i>The Whitewashed Elephant.</i>	Grosset.
Hogan.	<i>Elephant Twins.</i>	Dutton.
Slocum.	<i>Breakfast with the Clowns.</i>	Viking.
Turpin.	<i>Three Circus Days.</i>	Macmillan.
Washburne.	<i>Little Elephant Catches Cold.</i>	Whitman.

## Books to be read to the children

Averill and Stanley.	<i>Powder: The Story of a Colt, A Duchess and the Circus.</i>	Random.
Brown.	<i>Crazy Quilt: The Story of a Piebald Pony.</i>	Scribner.
de Brunhoff.	<i>Babar the King.</i>	Random.
	<i>The Travels of Babar.</i>	
Duplaix.	<i>Gaston and Josephine.</i>	Harper.
Fyleman.	<i>Monkeys.</i>	Nelson.
Jean-Javal.	<i>Fortune's Caravan.</i>	Morrow.
Robinson.	<i>Elephants.</i>	Harper.
Sayers.	<i>Mr. Tidy Paws.</i>	Viking.



### Poems to be read to the children

- "Acrobat," from *Branches Green*, by Field (Macmillan).  
 "Circus," by Farjeon, from *Sung Under the Silver Umbrella* (Macmillan).  
 "The Circus," by Roberts, from *Golden Flute* (John Day).  
 "The Circus Parade," by Miller, from *Golden Flute* (John Day).  
 "Parade," from *Branches Green*, by Field (Macmillan).  
 "Performing Seal," from *Branches Green*, by Field (Macmillan).

### Recommended films

Monkeys and Apes.	Eastman Classroom Films.	½ reel.
Sawdust Sidelights.	Bell and Howell.	
Ship of the Desert.	Eastman Classroom Films.	
Three Jungle Giants.	Eastman Classroom Films.	¼ reel.

### Suitable games

Bancroft.	<i>Games</i> (Menagerie).	Macmillan.
	<i>Games</i> (Stunt Races).	

## Chapter V

### DAILY LESSON PLANS FOR UNIT IV—"AROUND THE YEAR"

#### Topic

The seasons and their characteristics are studied in the fourth unit of *Down Our Street*. There are phases about spring, a humorous episode at the farm in summer, making jack-o'-lanterns in the fall and characteristics of the winter.

The work of the fourth unit consists of pages 99-136 of *Down Our Street*, and pages 75-102 of the Preparatory Book which accompanies the First Reader. The sequence of lessons is as follows:

*Preparatory Book*, pages 75-80 (or alternate preparatory activities)

*Down Our Street*, pages 99-104

*Preparatory Book*, pages 81-90 (or alternate preparatory activities)

*Down Our Street*, pages 105-112

*Preparatory Book*, pages 91-98 (or alternate preparatory activities)

*Down Our Street*, pages 113-120

*Preparatory Book*, pages 99-101 (or alternate preparatory activities)

*Down Our Street*, pages 121-136

*Preparatory Book* page 102 (comprises a comprehension test based upon the stories in Unit IV of *Down Our Street*)

As with the preceding units of the First Reader, a group of pages in the Preparatory Book, or alternate preparatory activities, precedes the reading of the material in the First Reader so that the child is prepared with the necessary vocabulary and reading skills for successful and enjoyable reading in his Reader. It is vitally important that each group of Preparatory Book pages, or alternate preparatory activities, be completed before the corresponding stories in the First Reader are read.

#### Related activities

The following list of activities, which may be undertaken to enrich and extend the materials of the unit, will be of assistance to the teacher.

1. *Topics for discussion, experience stories, etc.*

What are the names of the four seasons  
 What are the signs of spring  
 What are the signs of fall  
 How birds make nests  
 How baby birds learn to fly  
 What are the names of some trees  
 Fun on Halloween  
 Fun in winter  
 Fun in summer  
 Going to a farm  
 The farmer's work

2. *Things to make and do*

Make bird books  
 Make a birdhouse  
 Make a leaf book  
 Make a jack-o'-lantern  
 Make a riddle book  
 Make a jingle book  
 Visit a museum  
 Take a field trip

### *Unit IV—Part 1*

A. PREPARATORY BOOK PAGES 75-80 (PREPARATION FOR PAGES 99-104 OF "DOWN OUR STREET")

Page 75

*New Words*

year	robins
spring	watched

### Minimum repetition

- year: *Preparatory Book*, page 75, 75, 75, 75, 75.  
*Down Our Street*, pages 99, 104, 105, 105, 135.
- spring: *Preparatory Book*, pages 75, 75, 75, 75, 76.  
*Down Our Street*, pages 100, 100, 101, 135, 135.
- robins: *Preparatory Book*, page 75, 75, 75, 75, 75.  
*Down Our Street*, pages 100, 100, 100, 101, 101.
- watched: *Preparatory Book*, page 75, 75, 75, 75, 75.  
*Down Our Street*, pages 100, 101, 104, 108, 110.

The teacher may follow the procedure suggested in the note to the teacher for page 75.

### Re-use of Preparatory Book page 75

The children may select groups of sentences in the text which accompanies the new words and make illustrations for the sentence groups. These pictures may be exhibited, and the other children may guess which sentence groups have been illustrated.

### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and accompanying text presented on page 75 of the *Preparatory Book*. The teacher should obtain a picture of a robin to illustrate the word. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may print on the blackboard the text of the co-ordinating exercise on page 75. The children may read each sentence and draw a picture to illustrate it.

### Enrichment activities

The children may make a list of the signs of spring.

The children may study robins or other birds in the locality of which firsthand observation may be made. This study may include observation of the birds and their nests, reading various bird

stories, gathering information about the habits of birds, and selecting pictures for a class bird book or for the bulletin board. (Prints of the Audubon bird pictures may be secured from The Macmillan Company for 15 cents each.)

## Page 76

### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 76.

### Alternate preparatory activities

The teacher may print on the blackboard the text of Preparatory Book page 76. The children may read the text silently and draw the picture.

## Page 77

### *New Words*

mud	were
nest	four

### Minimum repetition

mud: *Preparatory Book*, pages 77, 77, 77, 77, 78.  
*Down Our Street*, pages 101, 101, 101, 132, 132.

nest: *Preparatory Book*, page 77, 77, 77, 77, 77.  
*Down Our Street*, pages 101, 101, 101, 101, 102.

were: *Preparatory Book*, page 77, 77, 77, 77, 77.  
*Down Our Street*, pages 102, 102, 103, 103, 104.

four: *Preparatory Book*, page 77, 77, 77, 77, 77.  
*Down Our Street*, pages 102, 103, 105, 106, 146.

The teacher may follow the procedure suggested in the note to the teacher for page 77. If the teacher wishes, she may call attention to the similarity between the words *nest* and *best*. This work

should not take the form of analysis alone. The teacher should stress the advantage of finding familiar word elements in new words.

When the work of the co-ordinating exercise has been completed, the teacher may call the children's attention to the way in which the plural forms of the words *nest*, *robin*, and *car* are made. She may tell that the addition of *s* is one of the more common ways of forming plurals.

### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 77 of the Preparatory Book. The teacher may make a simple drawing to illustrate the word *nest* and may put the figure 4 on the blackboard to accompany the word *four*. When the new words have been worked out, the children may make additional pages for the class dictionary.

The teacher may print the following directions on the blackboard:

Draw one nest.

Draw four nests.

Draw a line around four nests.

Draw one robin.

Draw four robins.

Put an X on one robin.

Draw one car.

Draw two cars.

Draw a line around two cars.

When the children have followed the directions, the teacher may, if she wishes, introduce the addition of *s* in forming plurals.

### Page 78

#### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 78.

### Alternate preparatory activities

The teacher may print on the blackboard the text of Preparatory Book page 78. The children may select the correct completing phrases for the first co-ordinating exercise and may discuss their choice. They may then draw a picture to illustrate what Jim would do.

The children may read the sentences in the second co-ordinating exercise silently and choose the word which correctly completes each sentence. Various children may indicate their choices.

### Page 79

#### *New Words*

stayed	open
weeks	bills

### Minimum repetition

- stayed: *Preparatory Book*, pages 79, 79, 79, 79, 80.  
           *Down Our Street*, pages 102, 102, 102, 103, 105.
- weeks: *Preparatory Book*, page 79, 79, 79, 79, 79.  
           *Down Our Street*, pages 103, 105, 106, 167, 167.
- open: *Preparatory Book*, page 79, 79, 79, 79, 79.  
           *Down Our Street*, pages 103, 103, 109, 124, 125.
- bills: *Preparatory Book*, page 79, 79, 79, 79, 79.  
           *Down Our Street*, pages 103, 103, 105, 105, 105.

The teacher may follow the procedure suggested in the note to the teacher for page 79. The teacher may point out the familiar phonograms *st*, *en*, and *ill* in the words *stayed*, *open*, and *bills*.

### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 79 of the Preparatory Book. When the children have worked out the new words, additional pages may be made for the class dictionary.



The teacher may print on the blackboard the text of the co-ordinating exercise found on page 79. She may modify the directions to read as follows:

Draw a nest.  
Draw four blue eggs in the nest.

Draw the baby robins in the nest.  
Draw Mother Robin.

## Page 80

### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 80.

When the work of the co-ordinating exercise has been completed, the teacher may introduce the concept of the addition of *ed* to form the past tense. The children may compose sentences using the words *stay, stayed; pull, pulled; play, played*.

The teacher should make sure that each child understands the technique involved in the second co-ordinating exercise. This is a new type of exercise, and the teacher should give the children any assistance which they may need. Although it is not necessary for the teacher to stress the fact that many of the phonograms in these words are familiar, she should point out that knowledge of rhyming word elements, or similar word parts, will assist the children in reading words. She may tell the children that although the words in this exercise are familiar, they would, if *bill* were unfamiliar, be able to read it because of their knowledge of the rhyming word *hill*, etc. It is important that the children recognize the value of finding familiar word parts and similar word parts in the words that they read. The teacher is cautioned against presenting artificial drills and overdeveloping this ability to the detriment of other abilities. This technique and others like it should be presented to the children as a reading tool, and not as the aim and purpose of reading.

### Alternate preparatory activities

The co-ordinating exercises found on page 80 of the Preparatory Book may be printed on the

blackboard. The children may read the material silently and decide how each exercise should be worked out. The children may discuss their decisions with the other members of the class.

When the work has been completed, the teacher may present the suffix *ed* as outlined in the suggestions to the teacher for page 80.

With respect to the second co-ordinating exercise, the teacher may stress the value of recognizing familiar word parts in words. The teacher will find a full discussion of this matter in the lesson plan for page 80 of the Preparatory Book.

### B. "DOWN OUR STREET," PAGES 99-104

When the children have completed the work of Preparatory Book pages 75-80, or the corresponding alternate preparatory activities, the children are prepared to read pages 99-104 in *Down Our Street*.

#### Page 99

Teacher: What interests you most about spring? How do you know when spring is coming?

What do you like best about summer?

How many like fall best? How do you know when fall is coming? What happens to the leaves on the trees?

What do you like about winter? Do we have snow all winter long?

You will have to remember and think about the entire year to answer the next four questions. What is the coldest season of the year? What is the warmest season of the year? What are the names of the four seasons? About how long does each season last?

(The teacher may modify questions to suit the seasonal condition of the area in which the children reside. Children who have not seen snow, and who do not know about extremely cold weather, should be told about these things. The teacher should show pictures of snowstorms and talk about climate and seasons.)

Teacher: Today we are going to begin a new chapter in our book. Turn to the picture on page 99. What do you see in the picture? What season of the year is shown in this picture? Now read silently

the name of this chapter. Do you think there will be stories about other seasons in the year, too? Why do you think so?

If the children have difficulty understanding the meaning of the title, the teacher may explain that the title suggests stories of all the seasons of the year.

Teacher: The first story will be about spring. Who can guess what the second story will be about? Do you think it will be about the season that comes after spring? What season is that?

What will the third story be about? How can you tell?

The last stories will be about wintertime.

### Pages 100-104

Teacher: Our first story begins on page 100. Turn to page 100. Look at the picture. What do you think this story is about? Who will read the title of the story?

This story begins on page 100 and it ends at the bottom of page 104. Read this story silently. Look at the pictures as you are reading. The pictures will help to tell you about the story.

The children may read the material silently. The teacher should not interrupt the children as they read, but she should observe them carefully. If any child is having difficulty, or is obviously articulating, the teacher should assist him.

After the children have read the story silently, the teacher may ask the following questions:

1. How did Mother know that spring had come?
2. What things did the robins use in making their nest?
3. How many eggs did Mother Robin lay in the nest?
4. Can you guess why either Mother or Father Robin stayed on the nest?
5. When did the baby robins hatch?
6. Why did Mother and Father Robin have to work so hard?
7. Who will read all of page 104?

### Enrichment activities

The children may plan and build a birdhouse. They should decide what types of birds are most common in their neighborhood and they should then decide for what type of bird they will build

their birdhouse. They should find out the kind of birdhouse liked by this particular type of bird.

The children may find out how birds are protected.

They may learn about bird migration and other interesting facts of bird life.

The teacher may read aloud the poem "The Secret," from *Under the Tent of the Sky*, by Brewton (Macmillan). The teacher may find the following books particularly helpful to the children during the study of birds: *The Life of Birds*, by Coward (Macmillan) and *All About Pets*, by Bianco (Macmillan).

## Unit IV—Part 2

A. PREPARATORY BOOK PAGES 81-90 (PREPARATION FOR PAGES 105-112 OF "DOWN OUR STREET")

### Page 81

#### *New Words*

grandfather	summer
Hank	Tom

#### Minimum repetition

- grandfather: *Preparatory Book*, pages 81, 81, 81, 81, 82.  
                   *Down Our Street*, pages 105, 105, 107, 107, 108.
- Hank: *Preparatory Book*, pages 81, 81, 81, 82, 82.  
           *Down Our Street*, pages 107, 107, 107, 108, 108.
- summer: *Preparatory Book*, page 81, 81, 81, 81, 81.  
           *Down Our Street*, pages 105, 105, 107, 112, 164.
- Tom: *Preparatory Book*, pages 81, 81, 81, 82, 82.  
       *Down Our Street*, pages 105, 105, 105, 105, 106.

The teacher may follow the procedure suggested in the note to the teacher for page 81.

The teacher will of course tell the children *Hank* and *Tom*, since context or phonetic knowledge can not assist the children in working out these words. The *er* in *grandfather* and *summer* may be noted.

### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 81 of the Preparatory Book. She should of course tell the children the new words *Hank* and *Tom*. The *er* in *grandfather* and *summer* may be noted. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may print the following directions on the blackboard:

Summer is here.  
What fun the children have now!  
Draw a picture of summer.  
Draw a pond in the picture.  
Four boys are in the pond.

(The teacher should tell the children the word *pond* but should not attempt to teach it, as it is not a part of the basal vocabulary. It is used only to expedite drawing this picture.)

### Page 82

#### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 82.

After the children have completed the work of the second co-ordinating exercise, the teacher may review the initial letters *m*, *n*, *w* and their sounds.

### Alternate preparatory activities

The teacher may print on the blackboard the text of the first co-ordinating exercise on Preparatory Book page 82.

In each sentence she should change the first word to *draw* and in the last group should change the direction to read:

Draw a train.  
Tom will ride on the train.

The teacher may print on the blackboard the groups of words in the second co-ordinating exercise and draw simple pictures to illustrate the correct word in each group. The children may look at the picture and read the words, selecting the identifying word. Various children may indicate their choices.

When this work has been completed, the teacher may review the initial letters *m*, *n*, *w* and their sounds.

### Page 83

#### *New Words*

field	afternoon
plowing	lunch

#### Minimum repetition

field: *Preparatory Book*, page 83, 83, 83, 83, 83.  
*Down Our Street*, pages 108, 108, 112, 113, 113.

plowing: *Preparatory Book*, pages 83, 83, 83, 83, 83.  
*Down Our Street*, pages 108, 109, 110, 110, 110.

afternoon: *Preparatory Book*, page 83, 83, 83, 83, 84.  
*Down Our Street*, pages 107, 109, 110, 141, 144.

lunch: *Preparatory Book*, pages 83, 83, 83, 83, 84.  
*Down Our Street*, pages 107, 108, 108, 109, 109.

The teacher may precede the work of this page with a discussion of the types of work which the farmer does. She should include the word *plowing* in her discussion and should explain what it means.

The teacher may follow the procedure suggested in the note to the teacher for page 83.

The teacher may present the phonogram *pl* in the manner suggested on pages 33-35 of this Manual.

### Re-use of Preparatory Book page 83

Each child may select one group of the sentences which accompany the new words and illustrate it. Pictures may be exhibited, and the other children may guess which groups of sentences have been illustrated.



### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and accompanying text presented on Preparatory Book page 83. Before the children attempt to work out the new words, the teacher may discuss the work of the farmer, stressing particularly in her discussion the word and meaning of *plowing*. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may print on the blackboard the sentences in the co-ordinating exercise on page 83. The children may read the sentences silently and draw pictures to illustrate them. The teacher may present the phonogram *pl* in the manner suggested on pages 33-35 of this Manual.

### Page 84

#### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 84.

### Alternate preparatory activities

The teacher may print on the blackboard the text of Preparatory Book page 84. She may omit the last direction in the second story. The children may read the text silently and follow the directions.

### Page 85

#### *New Words*

began	sat
whoa	pocket

### Minimum repetition

began: *Preparatory Book*, pages 85, 85, 85, 85, 86.

*Down Our Street*, pages 110, 119, 121, 124, 125.

whoa: *Preparatory Book*, pages 85, 85, 85, 85, 86.

*Down Our Street*, pages 109, 109, 109, 109, 111.





The children may read the sentences and select the correct completing word for each sentence. Various children may indicate their choice.

The teacher may present the phonogram *er* in the manner suggested on pages 33-35 of this Manual.

## Page 86

### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 86.

## Re-use of Preparatory Book page 86

The children may reread the first group of sentences. They may make pictures to illustrate each sentence.

## Alternate preparatory activities

The teacher may print on the blackboard the text of Preparatory Book page 86. She may prepare simple pictures similar to those on page 86 to illustrate one sentence in each group. The children may read the group of sentences silently and select the sentence which describes each picture. Various children may indicate their choice.

## Page 87

### *New Words*

bees

zzzzz

sting

## Minimum repetition

bees: *Preparatory Book*, page 87, 87, 87, 87, 87.

*Down Our Street*, pages 110, 111, 112, 112, 112.

zzzzz: *Preparatory Book*, page 87, 87, 87, 87, 87.

*Down Our Street*, page 111, 111, 111, 111, 111.

sting: *Preparatory Book*, pages 87, 87, 87, 87, 101.

*Down Our Street*, page 111, 111, 111, 111, 111.

Before the teacher presents the material for this page, she may encourage the children to talk about bees, discussing how they live and how they make honey. The teacher may read the poem "Jester Bee," from *Under the Tent of the Sky*, by Brewton (Macmillan).

The teacher may follow the procedure suggested in the note to the teacher for page 87 of the *Preparatory Book*.

The teacher should tell the children the interjection *zzzzz*.

Attention may be called to *st* and *ing* in *sting*.

### Re-use of *Preparatory Book* page 87

The children may read aloud the words *mew, mew, cock-a-doodle-doo*, etc. The other children may tell which animal is represented.

### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 87 of the *Preparatory Book*. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may print on the blackboard the directions for drawing which are found on page 87.

The teacher may print on the blackboard the text of the co-ordinating exercise on page 87. The children may read the sentences silently and select the word which correctly completes each sentence. Various children may indicate their choices.

Attention may be called to *st* and *ing* in *sting*.

### Page 88

#### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 88.

When the work of the second co-ordinating exercise has been completed, the teacher may review the initial letters *f, b, p* and their sounds.

### Alternate preparatory activities

The teacher may print on the blackboard the text of the first co-ordinating exercise on page 88 of the Preparatory Book. She may add to the groups of sentences the following questions:

Which one cried "Oh! Oh!"?

Which one sat under the tree?

Which one saw a bee?

Which ones began to eat lunch?

The children may read the text of the co-ordinating exercise silently and answer the questions.

The teacher may print on the blackboard the groups of words found in the second co-ordinating exercise on page 88. She may draw a simple picture to illustrate one word in each group. The children may read the words silently and select the word which correctly identifies the picture. When this work has been completed, the teacher may review the initial letters *f*, *b*, *p* and their sounds, in the manner described on pages 33-35 of this Manual.

### Page 89

#### *New Words*

hopped	overalls
take	three

#### Minimum repetition

- hopped: *Preparatory Book*, pages 89, 89, 89, 89, 90.  
*Down Our Street*, pages 112, 112, 112, 112, 117.
- take: *Preparatory Book*, page 89, 89, 89, 89, 89.  
*Down Our Street*, pages 118, 129, 129, 178, 178.
- overalls: *Preparatory Book*, page 89, 89, 89, 89, 89.  
*Down Our Street*, pages 111, 111, 112, 112, 164.
- three: *Preparatory Book*, pages 89, 89, 89, 89, 90.  
*Down Our Street*, pages 180, 180, 181, 181, 181.

The teacher may follow the procedure suggested in the note to the teacher for page 89. The teacher may find it advisable to point out to the children the familiar words *over* and *all* in the new word *overalls*, reviewing again the value of finding a familiar element when attempting to read unfamiliar words.

### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 89 of the Preparatory Book. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may print on the blackboard the first three pairs of sentences found in the co-ordinating exercise on page 89. The children may read the sentences silently and draw pictures to illustrate each sentence.

## Page 90

### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 90.

When the children are working with the second co-ordinating exercise on page 90, the teacher may stress again the value of finding familiar elements in words. At this stage of reading the children should become increasingly aware of the most valued techniques in working out unfamiliar words and in reading familiar words with increasing ease and skill. The teacher should stress looking at the picture, reading the sentence and attempting to guess the word, and finding familiar word parts in the word.

### Alternate preparatory activities

In presenting the first co-ordinating exercise found on page 90 of the Preparatory Book, the teacher may work with small groups of children. They may look at the teacher's copy of the Preparatory Book. The children may read each group of sentences silently and find the sentence which correctly describes the picture.

The teacher may print the text of the second co-ordinating exercise on the blackboard, omitting the last direction. The children may find the phonogram *er* in each word, and various children may indicate the position of the phonogram in each word. The teacher should note that the word *afternoon*, although familiar, is not used in this exercise. Medial phonograms are somewhat more difficult for children to perceive than initial and final phonograms.

### B. "DOWN OUR STREET," PAGES 105-112

When the children have completed the work of Preparatory Book pages 81-90, or the corresponding alternate preparatory activities, they are prepared to read pages 105-112 in *Down Our Street*.

#### Pages 105-106

Teacher: Now we are going to read another story in our book. This is the second story in the chapter called "Around the Year." What season was the first story about? What season do you think this story will be about? Find the title of the story on page 105. Does it tell you what season the story is about?

The first part of this story begins on page 105 and ends at the bottom of page 106. Read this part silently.

When the children have read the material silently, the teacher may ask the following questions:

1. Where did Bill and Tom go every summer?
2. Whom did they go to see?
3. How long did they stay on the farm?
4. How did Bill and Tom go to the farm?

#### Pages 107-112

Teacher: The second part of the story will tell you about an adventure Bill and Tom had on the farm. It is a very funny adventure, although Bill did not think it was so funny. Read this part of the story silently and find out what happened on the farm.

The teacher should encourage the children to laugh at and enjoy the story and the pictures. Most children enjoy this type of humor.

### *Unit IV—Part 3*

A. PREPARATORY BOOK PAGES 91-98 (PREPARATION FOR PAGES 113-120 OF "DOWN OUR STREET")

#### Page 91

#### *New Words*

jack-o'-lantern	pumpkin
fall	Halloween

#### Minimum repetition

jack-o'-lantern: *Preparatory Book*, pages 91, 91, 91, 91, 91.  
                     *Down Our Street*, pages 113, 113, 114, 116, 119.

fall: *Preparatory Book*, pages 91, 91, 91, 91, 91.  
           *Down Our Street*, pages 113, 117, 121, 135, 143.

pumpkin: *Preparatory Book*, pages 91, 91, 91, 91, 91.  
             *Down Our Street*, pages 113, 113, 113, 114, 114.

Halloween: *Preparatory Book*, pages 91, 91, 91, 91, 92.  
               *Down Our Street*, pages 114, 115, 116, 119, 120.

The teacher may follow the procedure suggested in the note to the teacher for page 91.

#### Re-use of Preparatory Book page 91

The children may reread the story about the leaf and look at the picture. They may guess the name of the leaf that the picture and story tell about. Other riddles may be composed and added to the riddle book.



### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and accompanying text presented on page 91 of the Preparatory Book. She may draw simple pictures to illustrate the new words *jack-o'-lantern* and *pumpkin*. When the children have worked out the new words, additional pages may be made for the class dictionary.

The text of the co-ordinating exercise on page 91 may be printed on the blackboard. The following direction may be placed after the third sentence in the first paragraph: *Draw my picture*. The children may read the sentences and select the correct answers.

### Enrichment activities

Pages 91-98 introduce and develop the fall theme. A study of fall similar to that suggested for spring and summer may be made. The signs of fall may be listed. Since trees form an important part of the fall landscape, much work may be done on the study of trees. Leaves of various kinds may be brought into the classroom and studied. Different kinds of trees may be noted.

### Page 92

#### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 92.

### Alternate preparatory activities

The teacher may print on the blackboard the material found in the co-ordinating exercise on page 92 of the Preparatory Book. The children may read the material silently and draw a picture in accordance with the directions.

### Page 93

#### *New Words*

eyes	could
teeth	fat

### Minimum repetition

- eyes: *Preparatory Book*, page 93, 93, 93, 93, 93.  
       *Down Our Street*, pages 115, 116, 119, 119, 120.
- teeth: *Preparatory Book*, pages 93, 93, 93, 93, 93.  
       *Down Our Street*, pages 115, 116, 119, 119, 120.
- could: *Preparatory Book*, pages 93, 93, 93, 93, 94.  
       *Down Our Street*, pages 114, 122, 134, 142, 146.
- fat: *Preparatory Book*, pages 93, 93, 93, 93, 94.  
       *Down Our Street*, pages 114, 115, 116, 117, 118.

The teacher may follow the procedure suggested in the note to the teacher for page 93.

### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 93 of the *Preparatory Book*. She may make simple drawings to illustrate the words *eyes* and *teeth*. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may print the following directions on the blackboard:

- Draw a pumpkin.
- Draw some eyes in the pumpkin.
- Draw just the eyes.
- Draw a pumpkin.
- Draw two eyes in the pumpkin.
- Draw some teeth in the pumpkin.
- Draw a pumpkin.
- Draw two eyes in the pumpkin.
- Draw some teeth in the pumpkin.
- Draw a funny nose in the pumpkin.
- What is the pumpkin now?

## Page 94

*No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 94.

When the children have completed the work on page 94, the words in the co-ordinating exercise may be used to present the phonograms *at*, *ee*, *et*, *ow* (as in *cow*), and *ake*, and to review *ay* and *ill* in the manner described on pages 33-35 of this Manual.

**Alternate preparatory activities**

The teacher may print on the blackboard the groups of words in the first co-ordinating exercise on page 94 of the Preparatory Book. She may draw a simple picture to illustrate one word in each group. The children may read the groups of words silently and select the word in each group which identifies the picture.

When this work has been completed, the teacher may present or review the phonograms *at*, *ee*, *et*, *ow* (as in *cow*), and *ake*, and to review *ay* and *ill* in the manner described on pages 33-35 of this Manual.

The teacher may print on the blackboard the text of the second co-ordinating exercise found on page 94. The children may read the material silently and draw a picture to illustrate the text. When this work has been completed, the teacher may present the phonogram *et* in the manner described on pages 33-35 of this Manual.

## Page 95

*New Words*

rolled	jump
bite	afraid

**Minimum repetition**

rolled: *Preparatory Book*, page 95, 95, 95, 95, 95.

*Down Our Street*, pages 116, 116, 118, 119, 188.

bite: *Preparatory Book*, pages 95, 95, 95, 95, 96.

*Down Our Street*, pages 115, 116, 119, 119, 120.

jump: *Preparatory Book*, pages 95, 95, 95, 95, 96.

*Down Our Street*, pages 116, 116, 117, 117, 119.

afraid: *Preparatory Book*, pages 95, 95, 95, 95, 96.

*Down Our Street*, pages 120, 120, 123, 144, 177.

The teacher may follow the procedure suggested in the note to the teacher for page 95.

She may, if she wishes, point out that since the children are familiar with the word *roll*, *rolled* can be worked out without difficulty.

The co-ordinating exercise is designed to test not only the child's mastery of certain words, but to review the addition of *s* to form the plural. When the work has been completed, the teacher may call attention to this method of forming plurals.

### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 95 of the *Preparatory Book*. She may point out that since the children are familiar with the word *roll*, *rolled* will be read with very little difficulty. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may print on the blackboard the pairs of words found in the co-ordinating exercise on page 95. She may make simple illustrations similar to those on page 95. The children may select the correct identifying word for each picture. Various children may indicate their choices.

When this work has been completed, the teacher may call attention to the addition of *s* to form the plural.

### Page 96

#### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 96.

### Alternate preparatory activities

The teacher may print the following sentences on the blackboard:

The dog bites the stick.  
The squirrel jumps into the tree.  
The barrel rolled down the hill.

The children may read the sentences and draw pictures to illustrate each sentence.

The teacher may print the following text and directions on the blackboard:

The children had funny things to wear  
on Halloween night.  
The dog barked at them.  
He was afraid.  
The cat said, "Mew, mew!"  
The cat was afraid, too.  
Draw a picture for this story.

The children may read the text and draw a picture to illustrate it.

### Page 97

#### *New Words*

another	cold
slowly	winter

### Minimum repetition

another: *Preparatory Book*, pages 97, 97, 97, 97, 98.  
*Down Our Street*, pages 117, 118, 122, 175, 175.  
slowly: *Preparatory Book*, pages 97, 97, 97, 97, 98.  
*Down Our Street*, pages 118, 118, 119, 119, 119.

- cold: *Preparatory Book*, page 97, 97, 97, 97, 97.  
           *Down Our Street*, pages 121, 123, 127, 135, 177.
- winter: *Preparatory Book*, pages 97, 97, 97, 97, 98.  
           *Down Our Street*, pages 121, 121, 122, 123, 125.

The teacher may follow the procedure suggested in the note to the teacher for page 97.  
 The teacher may point out the addition of the suffixes *s*, *d*, and *ed*.  
 The *er* in *another* and *winter* may be noted.

### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 97 of the *Preparatory Book*. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may print on the blackboard the co-ordinating exercise found on page 97. The children may read each sentence silently and select the word which correctly completes each sentence. Various children may indicate their choices.

### Page 98

#### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 98.

### Re-use of *Preparatory Book* page 98

The children may draw pictures for each of the discarded sentences in the last two pairs of sentences.

### Alternate preparatory activities

The teacher may make simple illustrations of a turtle and of a pumpkin. She may print the following text under the appropriate picture:

This animal is going very slowly.  
 Do you know what this animal is?  
 Do you know another animal that has to go slowly?  
 Draw his picture.

Here is a Halloween pumpkin.  
 Draw another Halloween pumpkin.  
 Make a funny picture.

The teacher may print the following directions on the blackboard:

Draw a picture of a winter day.  
 Draw a picture of a summer day.  
 Draw a picture of a winter night.  
 Draw a picture of a summer night.

When the children have drawn these pictures, those of winter and those of summer may be compared.

#### B. "DOWN OUR STREET," PAGES 113-120

When the children have completed the work of Preparatory Book pages 91-98, or the corresponding alternate preparatory activities, they are prepared to read pages 113-120 of *Down Our Street*.

#### Pages 113-116

Teacher: Today we are going to read another story about a season. The first story in this chapter was about spring. The second story was about summer. Who knows what season the third story will be about?

This story begins on page 113. Look at the title of the story. At what season of the year do we have jack-o'-lanterns? Yes, we have jack-o'-lanterns in the fall. I think you were right when you guessed that this story would be about fall.

Read from page 113 to the bottom of page 116. There is a little rhyme on two of these pages. If you have any trouble reading the rhyme, I will help you.



The children should read the material silently, and if any child has difficulty understanding the rhythm and tempo in which to read the rhymes on pages 115-116, the teacher should help him promptly.

Teacher: Who will tell us this part of the story? Do not read the story. Tell the story. The best way to tell the story is to look at pages 113-116 quickly and recall what happened. Then you will be able to tell a good story.

### Pages 117-120

Teacher: Jim has lost the pumpkin that the farmer's wife gave him. What do you think he will do now? Yes, I think he will go back and get another pumpkin. Read the rest of the story and find out what happened. Begin on page 117 and read to the bottom of page 120.

When the children have read the material silently, the teacher may suggest that they reread the entire story silently. The children may, if they wish, dramatize the story.

### Enrichment activities

If the season is appropriate, the teacher and children may plan to have a Halloween party.

The children may memorize, *if they wish to*, the jingles in the story.

The children may make up additional rhymes. The rhymes which the children compose may be printed on Manila paper. Each jingle may be illustrated and a rhyme book may be made for the library table.

## Unit IV—Part 4

A. PREPARATORY BOOK PAGES 99-101 (PREPARATION FOR PAGES 121-122 IN "DOWN OUR STREET")

### Page 99

#### *New Words*

snow

log

apples

### Minimum repetition

- snow: *Preparatory Book*, pages 99, 99, 99, 99, 99.  
           *Down Our Street*, pages 121, 123, 127, 133, 135.
- logs: *Preparatory Book*, page 99, 99, 99, 99, 99.  
           *Down Our Street*, pages 122, 122, 130, 130, 131.
- apples: *Preparatory Book*, pages 99, 99, 99, 99, 100.  
           *Down Our Street*, pages 122, 122, 122, 154, 162.

The teacher may follow the procedure suggested in the note to the teacher for page 99.

### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 99 of the *Preparatory Book*. She may draw simple pictures to illustrate the words *logs* and *apples*. When the children have worked out the new words, additional page- may be made for the class dictionary.

The teacher may print on the blackboard the text of the co-ordinating exercise on page 99. The children may read the text silently and draw a picture to illustrate it.

If the teacher desires, she may print on the blackboard the directions in "For You to Do" on page 99.

### Page 100

#### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 100.

### Re-use of *Preparatory Book* page 100

The teacher may compose simple sentences to describe the pictures which were discarded in the first co-ordinating exercise.

### Alternate preparatory activities

The teacher may print the following directions on the blackboard:

The farmer takes the apples  
from the tree.

Draw the farmer and the apple tree.

The farmer puts the apples into barrels  
Draw a barrel of apples.

The farmer takes the barrels  
of apples to the city.

Draw the farmer in his car.

Draw the city.

Draw a log.

Color it brown.

### Page 101

#### *No New Words*

Page 101 constitutes a vocabulary test which tests the child's mastery of the vocabulary of Unit IV in *Down Our Street*.

The teacher should make sure that the children understand the technique to be used in working out this exercise. She should then read aloud the following words, allowing the children ample time to find each word and underline it. The marking should be done with crayons.

winter  
grandfather  
hungry  
bills

jack-o'-lantern  
snow  
year  
never

whoa  
summer  
apples  
pumpkin

take  
log  
Halloween  
rolled

fat  
began  
other  
next

After the children have marked each of these words, the teacher may ask them to use crayons of a different color in marking the following groups of words as she reads them aloud:

slowly	jump	weeks	teeth	fall
three	sat	stayed	could	bite
cold	were	another	hopped	overalls
field	once	plowing	eyes	mud

### Alternate preparatory activities

The teacher may print on the blackboard the groups of words found in the vocabulary test on page 101 of the Preparatory Book. Inasmuch as the teacher will wish an objective record of each child's mastery of vocabulary, it is suggested that the words be numbered consecutively. As the teacher reads each word aloud, the children may find the word and write its number on their papers. The teacher should be very sure that the children understand the technique involved before she reads aloud the words suggested in the lesson plan for page 101.

### B. "DOWN OUR STREET," PAGES 121-136

When the children have completed the work of Preparatory Book pages 99-101, or the corresponding alternate preparatory activities, they are prepared to read pages 121-122 in *Down Our Street*. They may also read the review story on pages 123-136, which is based on the vocabulary introduced in the Preparatory Book and repeated in the First Reader prior to these pages.

When the children have read pages 121-136 in *Down Our Street*, the teacher may administer the comprehension test for unit IV, which is presented on page 102 of the Preparatory Book.

### Pages 121-122

Teacher: We have read a story about spring. Then we read a story about summer. After that we read a story about fall. What do you think the next story will be about? I think you are right. The next story will have to be about winter. That is the only season that we have not read about, isn't it?

First, I am going to ask you to read a very short story about winter. It begins on page 121 and it ends on page 122. After you have read this, we will read another and longer story about winter. Read pages 121-122 silently.

When the children have read the material silently, they may read it aloud.

### Pages 123-136

The material on pages 123-136 is similar in character to the stories presented on pages 31-36, 60-68, and 89-98, in that it contains no vocabulary that has not been previously used and adequately repeated in the Preparatory Book and in preceding pages of the Reader. It has not been thought necessary, however, to present in different context every word introduced in the Preparatory Book, or the alternate preparatory activities, in preparation for reading pages 121-122 of the Reader.

Since the character of the story is the same as that on pages 31-36, the teacher may use the material in any of the ways suggested for pages 31-36. (See page 41 of this Manual.)

### BOOKS FOR THE LIBRARY TABLE

#### Easy books

AUTHOR	TITLE	PUBLISHER
Beaty.	<i>On Our Farm.</i>	Saalfeld.
Dalgliesh.	<i>The Little Wooden Farmer.</i>	Macmillan.
Dearborn.	<i>Country Days.</i>	Macmillan.
King.	<i>Birds.</i>	Harter.
Lent.	<i>The Farmer.</i>	Macmillan.

#### Other books to read

Bass.	<i>Stories of Plant Life.</i>	Heath.
Flack.	<i>The Restless Robin.</i>	Houghton.
Hogan.	<i>Bear Twins.</i>	Dutton.
Tudor.	<i>Pumpkin Moonshine.</i>	Oxford.

**Books to be read to the children**

Baker.	<i>The Black Cats and the Tinker's Wife.</i>	Dodd.
	<i>Tomson's Hallowe'en.</i>	
Horn.	<i>Farm on the Hill.</i>	Scribner.
Nathan.	<i>The Farmer Sows His Wheat.</i>	Minton.
Orton.	<i>Bobby of Cloverfield Farm.</i>	Stokes.
Patch.	<i>Holiday Meadow.</i>	Macmillan.
Sechrist.	<i>A Little Book of Hallowe'en.</i>	Lippincott.
Sewell.	<i>Blue Barns.</i>	Macmillan.
Torrey.	<i>About a Bee.</i>	Oxford.
Van Doren.	<i>Dick and Tom.</i>	Macmillan.

**Poems to be read to the children**

- "Autumn Fires," from *Child's Garden of Verses*, by Stevenson (Scribner).  
 "Bed in Summer," from *Child's Garden of Verses*, by Stevenson (Scribner).  
 "Down! Down!" by Farjeon, from *Sung Under the Silver Umbrella* (Macmillan).  
 "Flame Song," from *Magpie Lane*, by Turner (Harcourt).  
 "Snow in the City," from *Branches Green*, by Field (Macmillan).  
 "Snowlight," from *Magpie Lane*, by Turner (Harcourt).  
 "Summer Evening," from *Peacock Pie*, by de la Mare (Holt).  
 "Vegetables," from *Branches Green*, by Field (Macmillan).  
 "The Bird's Nest," from *All About Me*, by Drinkwater (Houghton).  
 "Winter-Time," from *Child's Garden of Verses*, by Stevenson (Scribner).

**Recommended films**

Animals on the Farm.	Erpi Classroom Films, Inc.	1 reel.
Baby Song Birds at Meal Time.	Pathe Educational Films.	1 reel.
Gray Squirrel.	Erpi Classroom Films, Inc.	1 reel.

Honey Makers.  
 Robin Redbreast.  
 The Farm.  
 Thrushes and Relatives.

### Suitable games

Bancroft.

Pathe Educational Films.	1 reel.
Erpi Classroom Films, Inc.	1 reel.
Eastman Classroom Films.	1 reel.
Erpi Classroom Films, Inc.	1 reel.

<i>Games</i> (Bird Catcher).	Macmillan
<i>Games</i> (Crossing the Brook).	
<i>Games</i> (Hunting).	
<i>Games</i> (Nuts in May).	
<i>Games</i> (Under the Cuckoo's Nest).	
<i>Games</i> (Weathercock).	



## Chapter VI

### DAILY LESSON PLANS FOR UNIT V—"WHEN WE GROW UP"

#### Topic

The main center of interest in the fifth unit of *Down Our Street* is the workers in the village and the work which they do. Presented are the hardware man, the lumberman, the work of the carpenter, the grocery man, and the farmer. Thus the material of the unit gives the children a broad view of the work of those people whom they most likely encounter in their own localities. Throughout the work of the unit the teacher should stress the ways in which these workers serve the community and the way in which the community assists the workers.

The work of the fifth unit consists of pages 137-168 of *Down Our Street* and of pages 103-122 of the Preparatory Book which accompanies the Reader. The sequence of lessons is as follows:

*Preparatory Book*, pages 103-112 (or alternate preparatory activities)

*Down Our Street*, pages 137-151

*Preparatory Book*, pages 113-121 (or alternate preparatory activities)

*Down Our Street*, pages 152-168

*Preparatory Book* page 122 (comprises a comprehension test based upon the stories in Unit V of *Down Our Street*).

The teacher will note that each group of pages in the Preparatory Book, or alternate preparatory activities, always precedes the reading of the material in the First Reader. It is vitally important that each group of pages of the Preparatory Book, or the alternate preparatory activities, precedes the corresponding material in the Reader, so that the child may be fully prepared with the necessary vocabulary and reading skills for successful reading of the material in the Reader.

#### Related activities

The following list of activities, which may be undertaken to enrich and extend the materials of the unit, will be of assistance to the teacher:

1. *Topics for discussion—experience stories, etc.*

What work my father does  
 How the grocer helps my family  
 How the grocer gets the food he sells  
 How the farmer helps the grocer  
 How the lumberman helps us  
 Where the lumberman gets the lumber he sells

2. *Things to make and do*

Visit a grocery store. Find out what the grocer does. Find out how the store is arranged. Build a grocery store.

Visit a farm. Find out from a visit, or through discussion, what work the farmer does. Find out how many people have to work in order to get a bushel of potatoes delivered to your house. (The teacher should stress the work of the farmer in planting and growing potatoes; the work of the truckman in shipping the potatoes; the work of the grocer in purchasing and displaying the potatoes; the work of the clerk in delivering the potatoes.) How many people receive some of the money which your mother pays the grocer for the bushel of potatoes?

## *Unit V—Part 1*

A. PREPARATORY BOOK PAGES 103-112 (PREPARATION FOR PAGES 137-151 OF "DOWN OUR STREET")

Page 103

*New Words*

grows	building
men	inside

Minimum repetition

grows: *Preparatory Book*, page 103, 103, 103, 103, 103.  
*Down Our Street*, pages 137, 138, 151, 151, 152.

- men: *Preparatory Book*, pages 103, 103, 103, 103, 104.  
*Down Our Street*, pages 138, 138, 139, 139, 139.
- building: *Preparatory Book*, page 103, 103, 103, 103, 103.  
*Down Our Street*, pages 138, 138, 139, 141, 145.
- inside: *Preparatory Book*, pages 103, 103, 103, 103, 104.  
*Down Our Street*, pages 139, 139, 141, 142, 142.

The material on *Preparatory Book* pages 103-112 introduces the vocabulary and concepts relating to the building of a house. Before working with these pages, the children should, if possible, go to see a house that is under construction. They should have an opportunity to see at first hand objects such as shingles, nails, hammers, and the like.

The teacher may follow the procedure suggested in the note to the teacher for page 103.

When the work of the co-ordinating exercise has been completed, the teacher may review the phonograms *ar*, *et*, *pl*, *at*, *ake* in the manner described on pages 33-35 of this Manual.

#### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text which is presented on page 103 of the *Preparatory Book*. The teacher should make simple drawings to illustrate the words *men* and *building*. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may print on the blackboard the pairs of words found in the co-ordinating exercise on page 103. She may draw or obtain pictures to illustrate one of each pair of words. The children may read the words and select the word which correctly identifies each picture. Various children may indicate their choices. When this work has been completed, the teacher may review the phonograms *ar*, *et*, *pl*, *at*, *ake* in the manner described on pages 33-35 of this Manual.

#### Page 104

#### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 104.

When the work of the first co-ordinating exercise has been completed, the teacher may introduce the phonogram *ow* (as in *know*) in the manner described on pages 33-35 of this Manual.

As the children do the work of the second co-ordinating exercise, the teacher should point out the value of finding a familiar word or element in other words.

### Alternate preparatory activities

The teacher may print on the blackboard the first co-ordinating exercise found on page 104 of the Preparatory Book. She may draw a simple picture to illustrate one sentence. The children may read the sentences and select the one which correctly describes the picture.

When this work has been completed, the teacher may introduce the phonogram *ow* (as in *know*) in the manner described on pages 33-35 of this Manual.

The teacher may print on the blackboard the second co-ordinating exercise found on page 104. The children may read each word and find a little word that they know. Various children may go to the blackboard and draw a ring around each little word. The teacher should know that in this, as in other exercises of this type, no new vocabulary is presented when the child is required to make this type of analysis.

### Page 105

#### *New Words*

shingles	floors
outside	walls

#### Minimum repetition

shingles: *Preparatory Book*, page 105, 105, 105, 105, 105.  
*Down Our Street*, pages 141, 141, 144, 145, 149.

outside: *Preparatory Book*, page 105, 105, 105, 105, 105.  
*Down Our Street*, pages 141, 142, 144, 144, 148.

floors: *Preparatory Book*, pages 105, 105, 105, 105, 105.  
*Down Our Street*, pages 140, 140, 143, 150, 150.

walls: *Preparatory Book*, page 105, 105, 105, 105, 105.  
*Down Our Street*, pages 140, 140, 142, 146, 148.

The teacher may follow the procedure suggested in the note to the teacher for page 105.

The teacher may find it advisable to assist the children in the work of the co-ordinating exercise, since the words involved are descriptive rather than definitive.

### **Alternate preparatory activities**

The teacher should print on the blackboard the new vocabulary and the accompanying text presented on page 105 of the Preparatory Book. She should draw simple pictures similar to those on page 105. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may print on the blackboard the pairs of words found in the co-ordinating exercise on page 105. She may make simple drawings similar to those found on page 105, or she may use other pictures. It is important only that the pictures she uses are sufficiently clear so that the children will be able to allocate the correct word to each picture.

### **Page 106**

#### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 106.

### **Alternate preparatory activities**

The teacher may print on the blackboard the sentences in the co-ordinating exercise found on page 106 of the Preparatory Book. The children may read each sentence silently and draw a picture to illustrate it. The teacher may print the following directions on the blackboard:

Draw the outside of a house.

Put some shingles on the roof.

Color the shingles green.

Color the outside walls yellow.

Now draw the inside of a house.

Put a floor in your picture.

Color the floor brown.  
Color the inside walls blue.

## Page 107

### *New Words*

think	let's
build	hole

### Minimum repetition

think: *Preparatory Book*, pages 107, 107, 107, 107, 108.

*Down Our Street*, pages 143, 143, 144, 168, 174.

build: *Preparatory Book*, pages 107, 107, 107, 107, 108.

*Down Our Street*, pages 145, 146, 146, 147, 151.

let's: *Preparatory Book*, page 107, 107, 107, 107, 107.

*Down Our Street*, pages 142, 145, 152, 152, 160.

hole: *Preparatory Book*, page 107, 107, 107, 107, 107.

*Down Our Street*, pages 143, 143, 143, 143, 171.

The teacher may follow the procedure suggested in the note to the teacher for page 107.

The teacher may find it advisable to explain the contraction *let's*. She may explain to the children that this is not a possessive form but represents a way of putting two words together. She may show the children that *let's* is a contraction of *let us* and means the same thing.

### Re-use of Preparatory Book page 107

The children may reread the story in the co-ordinating exercise and draw a picture for the story.

The teacher may point out that the story is composed of incidents which can be perceived when the material is read. She may assist the children in finding the parts of the story on page 107. The children may draw pictures to illustrate each part or incident in the story.

### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented



on page 107 of the Preparatory Book. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may print on the blackboard the material of the co-ordinating exercise on page 107. The children may read the story silently and decide whether each statement under it is false or true. Various children may indicate their answers. The children may then draw a picture to illustrate the story.

### Page 108

#### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 108.

The purpose of the co-ordinating exercise on page 108 will be obvious to the teacher. The suffix *ing* is reviewed, and the value of finding the familiar words in other words is further stressed.

#### Alternate preparatory activities

The teacher may print on the blackboard the text of the co-ordinating exercise on page 108 of the Preparatory Book. The children may read the text and write on their papers the words which they form in accordance with the directions.

The teacher may, if she desires, print the following instructions on the blackboard:

Draw a pumpkin.

Color it yellow.

Draw a building in the city.

Draw a line around the building.

### Page 109

#### *New Words*

nails

yard

lumber



### Minimum repetition

- nails: *Preparatory Book*, page 109, 109, 109, 109, 109.  
*Down Our Street*, pages 147, 148, 148, 149, 150.
- yard: *Preparatory Book*, page 109, 109, 109, 109, 109.  
*Down Our Street*, pages 145, 146, 146, 146, 149.
- lumber: *Preparatory Book*, page 109, 109, 109, 109, 109.  
*Down Our Street*, pages 146, 146, 146, 147, 148.

The teacher may follow the procedure suggested in the note to the teacher for page 109.

If the teacher wishes, she may review the phonogram *er* in the words *hammer*, *farmer*, and *lumber*.

### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 109 of the *Preparatory Book*. She may draw simple pictures to illustrate the new words. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher, in presenting the co-ordinating exercise found on page 109, may work with small groups of children. The children may look at page 109 of the teacher's copy of the *Preparatory Book* and find the word which identifies each picture.

### Enrichment activities

Co-operative stories about building activities may be composed. They should be tactfully edited by the teacher and should stress the new vocabulary presented on these pages.

### Page 110

#### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 110.

The second co-ordinating exercise involves a new technique, and the teacher may find it advisable to demonstrate the technique for the children.

When the work has been completed, the phonogram *um* may be pointed out in the first exercise on this page. This phonogram is not included among those to be developed because although it appears in several words in the first year's program, it does not have a high frequency in primary vocabularies in general.

### Re-use of Preparatory Book page 110

The children may look at each pair of words which make a big word. They may read the big words on the page.

### Alternate preparatory activities

The children may compose a co-operative story about building a house. The teacher should tactfully edit the story and should stress the vocabulary which has been presented. The children may read the story silently and draw a picture to illustrate it. The teacher may print on the blackboard the material of the second co-ordinating exercise found on page 110 of the Preparatory Book. Various children may go to the blackboard and draw lines between the small words which go together to make big words.

When this work has been completed, the children may, if the teacher wishes, look at these pairs of small words and write on their papers the large word which each pair forms.

### Page 111

#### *New Words*

climbed	help
side	held

### Minimum repetition

climbed: *Preparatory Book*, page 111, 111, 111, 111, 111.  
           *Down Our Street*, pages 149, 153, 161, 183, 183.

side: *Preparatory Book*, page 111, 111, 111, 111, 111.  
        *Down Our Street*, pages 149, 149, 150, 150, 160.

- help: *Preparatory Book*, page 111, 111, 111, 111, 111.  
*Down Our Street*, pages 150, 153, 155, 159, 161.
- held: *Preparatory Book*, pages 111, 111, 111, 111, 112.  
*Down Our Street*, pages 179, 179, 179, 181, 182.

The teacher may follow the procedure suggested in the note to the teacher for page 111.

When the co-ordinating exercise has been completed, the teacher may, if she wishes, review the phonogram *tr*.

### Re-use of Preparatory Book page 111

The children may draw pictures to illustrate the story.

### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 111 of the *Preparatory Book*. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may print on the blackboard the material of the co-ordinating exercise found on page 111. The children may read the story silently and may then select the correct completing word for each sentence.

When the work has been completed, the teacher may, if she wishes, review the phonogram *tr*.

### Page 112

#### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 112.

When the work of the second co-ordinating exercise has been completed, the teacher may review, if she wishes, the addition of the suffix *ed*.

### Alternate preparatory activities

The teacher may print the following directions on the blackboard:

Judy held the kitten.

Mother held the baby.

Draw a picture of Judy and Mother.

The teacher may print on the blackboard the material of the second co-ordinating exercise found on page 112 of the Preparatory Book. The children may read each word silently and find the root word. Various children may go to the blackboard and write these words, or each child may write the root words on his paper.

When this work has been completed, the teacher may review the suffix *ed*.

### B. "DOWN OUR STREET," PAGES 137-151

When the children have completed the work of Preparatory Book pages 103-112, or the corresponding alternate preparatory activities, they are prepared to read pages 137-151 in *Down Our Street*.

#### Page 137

Teacher: Today we are going to begin a new chapter in our book. There is a big picture for this chapter on page 137. Turn to that picture and look at it. What people do you see in the picture? What is the name of the chapter?

The teacher should encourage the children to discuss the workers shown in the picture. The children may tell what each worker does, and how he helps the people of the community.

#### Pages 138-145

Teacher: The first story in this chapter begins on page 138. It ends at the bottom of page 145. Find the title of this story. What do you think this title means? Do you think Jim visited a new house, as we did? Read this story silently and find out what Jim saw.

When the children have read the material silently, the teacher may ask the following questions:

1. How much of the house was built when the boys first visited it?
2. What things were missing?
3. What part of the house did the men build first?
4. When did they shingle the roof?
5. What happened to Tags?
6. How did Jim and Bobby help the men with the fence?
7. What did Jim decide to do when he got home?

The teacher should encourage the children to refer to the material in their books to find answers which they do not remember. It is more important to encourage a child to use his book for reference than to test his immediate recall of minor points.

#### **Pages 146-151**

Teacher: Just before we finished the last story we learned that Jim wanted to build a house in the backyard. The next story begins on page 138. Look at the title. Do you think Jim is going to build a house? What will Jim and Bobby do in order to build their house? Let's make a list on the blackboard of the things they will need. Where can they buy each of these things?

Now let us read this story and find out how Jim and Bobby built the house. The story begins on page 146 and it ends at the bottom of page 151.

When the children have read the material silently, the teacher should ask them to describe the way in which the children and Father built the house. She may encourage the children to glance over the story before answering, pointing out that it is important to tell in their correct order all the things they did.

#### **Enrichment activities**

The children will probably wish to build a playhouse as the result of reading this story. The first discussion should be devoted to adapting plans and construction to the local situation.

The next step will be to list the materials needed, assign the duties, and complete the planning. This work should be done by the children, but the teacher should not hesitate to advise the children

on various points. Care should be taken that the playhouse is substantial enough to satisfy the children but not so pretentious as to prove a burden in the classroom.

Interest may be aroused in other kinds of building—the steel construction of the skyscraper, the building of a subway, the building of a bridge, etc. The teacher should foster discussions, drawing pictures, the making of pictures, stories, and the like.

Experimentation with the use of tools and building materials should be encouraged.

A bulletin board or other display of builders at work may be arranged. The teacher will find helpful suggestions in *Our Play House*, by Dobbs (Rand McNally) and in *First Steps in Art and Handwork*, by Dobbs (Macmillan).

## Unit V—Part 2

### A. PREPARATORY BOOK PAGES 113-121 (PREPARATION FOR PAGES 152-168 OF "DOWN OUR STREET")

#### Page 113

#### *New Words*

grocery	does
Hill's	shelves

#### Minimum repetition

grocery: *Preparatory Book*, page 113, 113, 113, 113, 113.

*Down Our Street*, pages 152, 152, 152, 152, 153.

Hill's: *Preparatory Book*, page 113, 113, 113, 113, 113.

*Down Our Street*, pages 152, 152, 154, 156, 157.

does: *Preparatory Book*, pages 113, 113, 113, 113, 114.

*Down Our Street*, pages 152, 153, 153, 154, 160.

shelves: *Preparatory Book*, pages 113, 113, 113, 113, 114.

*Down Our Street*, pages 153, 153, 160, 160, 160.



The teacher may follow the procedure suggested in the note to the teacher for page 113. It may be advisable for the teacher to remind the children that in the second vocabulary card the new word is the word underlined in the phrase.

### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 113 of the Preparatory Book. She may find or draw simple pictures to illustrate the new words *grocery* and *shelves*. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may print the following directions on the blackboard:

Draw a street in the village.  
 There are stores on this street.  
 Mr. Hill's store is on this street.  
 It is a grocery store.  
 There is a barber shop  
 on the village street, too.  
 Draw some other stores.

The children may read the directions and draw pictures.

### Page 114

#### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 114.

When the work on page 114 has been completed, the teacher may present or review the phonograms *sh* and *um*.

### Alternate preparatory activities

The teacher may print on the blackboard the text of the co-ordinating exercise found on page 114 of the Preparatory Book. She may draw simple pictures similar to those found on page 114. The



children may read the text of the first co-ordinating exercise and select the word which correctly completes each sentence. Various children may go to the blackboard and draw lines under the words which correctly complete the sentences.

The children may read the groups of words in the remaining exercise and select the word which correctly identifies the picture.

When this work has been completed, the teacher may present or review the phonograms *sh* and *um*.

## Page 115

### *New Words*

who	fresh
bring	fruit

### Minimum repetition

who: *Preparatory Book*, page 115, 115, 115, 115, 115.

*Down Our Street*, pages 154, 156, 158, 159, 163.

bring: *Preparatory Book*, page 115, 115, 115, 115, 115.

*Down Our Street*, pages 154, 155, 157, 163, 168.

fresh: *Preparatory Book*, pages 115, 115, 115, 115, 116.

*Down Our Street*, pages 155, 155, 156, 156, 157.

fruit: *Preparatory Book*, page 115, 115, 115, 115, 115.

*Down Our Street*, pages 155, 155, 155, 158, 158.

The teacher may follow the procedure suggested in the note to the teacher for page 115.

The teacher may find it advisable to point out the similarity of the initial sounds of the new words *fresh* and *fruit*. No formal presentation of the phonogram *fr* need be made at this time, but the similarity of the two words may be called to the children's attention. The *ing* in *bring* may be noted.

### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 115 of the *Preparatory Book*. The *ing* in *bring* may be noted. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may print the following directions on the blackboard:

Many men work in the village.  
 Draw the man who brings the letters  
 to the village houses.  
 Color his suit blue.  
 Draw the man who helps  
 to put out the fires.  
 He rides in a fire engine.  
 Draw the fire engine, too.  
 Color the fire engine red.  
 Draw the policeman.  
 Color his suit blue, too.  
 Do you know the names of these men?  
 Put the name of each man  
 above his picture.

The children may read the directions and draw the required pictures. The teacher may print on the blackboard the words *postman*, *fireman*, *policeman*. The children may print these words on the appropriate pictures.

## Page 116

### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 116.

## Re-use of Preparatory Book page 116

The children may reread the first group of sentences in the second co-ordinating exercise. They may draw pictures to illustrate each sentence. If the children wish, they may print the identifying sentence on each picture.

### Alternate preparatory activities

The teacher may print on the blackboard the co-ordinating exercises found on page 116 of the Preparatory Book. She should obtain a picture of the exterior of a grocery store and one of the interior, similar to the pictures on page 116. The children may read the questions in the first co-ordinating exercise and select the correct answers. Various children may go to the blackboard and indicate their choices.

The children may read each group of sentences in the second co-ordinating exercise and select the one which correctly identifies the picture. Various children may indicate their choices.

### Page 117

#### *New Words*

vegetables	any
bread	need

#### Minimum repetition

vegetables: *Preparatory Book*, page 117, 117, 117, 117, 117.

*Down Our Street*, pages 155, 155, 155, 159, 159.

bread: *Preparatory Book*, pages 117, 117, 117, 117, 118.

*Down Our Street*, page 156, 156, 156, 156, 156.

any: *Preparatory Book*, page 117, 117, 117, 117, 117.

*Down Our Street*, pages 156, 156, 157, 161, 177.

need: *Preparatory Book*, page 117, 117, 117, 117, 117.

*Down Our Street*, pages 156, 157, 160, 161, 161.

The teacher may follow the procedure suggested in the note to the teacher for page 117.

### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 117 of the Preparatory Book. She may obtain or draw simple pictures to illustrate the new,

words *vegetables* and *bread*. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may print the following directions on the blackboard:

Draw some fruit.

Draw some meat.

Draw some vegetables.

Draw any other things you like to eat.

## Page 118

### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 118.

When the work of this exercise has been completed, the teacher may review the phonograms *ee* and *an* and introduce *br* in the manner described in pages 33-35 of this Manual.

## Alternate preparatory activities

The teacher may print on the blackboard the co-ordinating exercise found on page 118 of the Preparatory Book. She may either obtain pictures to illustrate one sentence in each group, or she may ask the children to select a sentence in each group which they would like to illustrate. When this work has been completed, the teacher may review the phonograms *ee* and *an* and introduce *br* in the manner described on pages 33-35 of this Manual.

## Page 119

### *New Words*

buy	David
after	buttons

## Minimum repetition

buy: *Preparatory Book*, page 119, 119, 119, 119, 119.  
*Down Our Street*, pages 158, 158, 158, 159, 159.

- after: *Preparatory Book*, pages 119, 119, 119, 119, 120.  
           *Down Our Street*, pages 161, 161, 162, 173, 174.
- David: *Preparatory Book*, page 119, 119, 119, 119, 119.  
           *Down Our Street*, pages 163, 164, 164, 164, 165.
- buttons: *Preparatory Book*, page 119, 119, 119, 119, 119.  
           *Down Our Street*, pages 180, 180, 181, 181, 181.

The teacher may follow the procedure suggested in the note to the teacher for page 119.

### Re-use of Preparatory Book page 119

The children may reread the story of the co-ordinating exercise. They may plan to tell of other adventures that David might have had during his trip to the city.

### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 119 of the *Preparatory Book*. She may obtain or draw simple pictures to illustrate the new words *David* and *buttons*. She may, of course, tell the children the new word *David*. When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may print on the blackboard the text of the co-ordinating exercise on page 119, substituting the following direction: *Draw the things that David will buy.*

### Page 120

#### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 120.

When the work has been completed, the teacher may review the phonogram *er* and introduce *un* in the manner described on pages 33-35 of this Manual.

### Alternate preparatory activities

The teacher may print on the blackboard the text of the co-ordinating exercise found on page 120. She may draw or obtain simple pictures to illustrate one sentence in each group. The children may

read each group of sentences silently and select the sentence which correctly describes the picture. If the teacher prefers she may ask the children to read each group of sentences and select one sentence which they would like to illustrate.

When this work has been completed, the teacher may present or review the phonograms *er* and *un* in the manner described in pages 33-35 of this Manual.

## Page 121

### *No New Words*

Page 121 constitutes a test which tests the child's mastery of the vocabulary of Unit V in *Down Our Street*. The teacher should make sure that each child understands the technique involved in the work of this exercise and if necessary, may print a group of words on the blackboard to demonstrate the way in which the word she pronounces is to be marked.

When the teacher is assured that the children understand the technique involved, she may read aloud the following words, allowing each child ample time to find the word and mark it. The marking should be done with crayons.

grocer	men	build	outside	walls
fresh	side	lumber	hammer	things
clean	does	vegetables	any	buy
inside	once	year	need	hole

When the children have marked the words that the teacher has pronounced, the teacher may instruct them to use crayons of different colors as she reads the following words aloud:

green	many	building	inside	who
floors	shingles	lunch	hole	think
climbed	David	under	after	buttons
if	outside	your	nails	Hill's



grow	meat	bread	side	would
fruit	shelves	log	help	three
clowns	Dick	very	about	bring
into	open	yard	never	hold

### Alternate preparatory activities

The teacher may print on the blackboard the groups of words presented in the vocabulary test on page 121 of the Preparatory Book. In view of the fact that the teacher will probably wish an objective record of the child's mastery of vocabulary, it is suggested that she number the words in each group. As she reads the word aloud, the child may find the word and write its number on his paper. When administering the test, the teacher should be very sure that the children understand the technique involved in working out the exercise.

### B. "DOWN OUR STREET" PAGES 152-168

When the children have completed the work of Preparatory Book pages 113-121, or the corresponding alternate preparatory activities, they are prepared to read pages 152-162 in *Down Our Street*. They may also read the review story on pages 163-168, which is based on the vocabulary introduced in the Preparatory Book and repeated in the First Reader prior to these pages.

When the children have read pages 152-168 in *Down Our Street*, the teacher may administer the comprehension test for Unit V, which is presented on page 122 of the Preparatory Book.

### Pages 152-153

Teacher: Today we are going to read about another worker in the village. This story begins on page 152. The name of the story is "The Grocery Store." Look at page 152. Who can read the name of the first part of the story? Do you think that Mr. Hill is the worker we are going to read about? Mr. Hill is a groceryman.

Let us read the first part of this story to find out what happens. The first part begins on page 152 and ends at the bottom of page 153.



When the children have read the material silently, they may read it orally.

Teacher: Do you think that Jim had a good plan when he suggested that he and Bobby visit the grocery store? Jim thought that a visit to the grocery store would be the best way to find out what a grocer does. Do you think that is correct? In what other ways could you find out what a groceryman does?

### Pages 154-159

Teacher: The next four parts of this story tell about the people who came to the grocery store. Read from page 154 to the bottom of page 159 to find out what people came to the grocery store, and what they did there.

When the children have read the material silently, the teacher may ask the following questions:

1. Who was the first man to come to the store?
2. What did he bring to Mr. Hill?
3. How do farmers help the grocer?
4. How do some farmers send fruit and vegetables to the grocer?
5. Can you think of other ways in which foods can be shipped?
6. Who was the second man to come to the grocery store?
7. What did he bring for the grocer?
8. Why did the breadman come every day?
9. What did the milkman bring to the grocery store?
10. Do you think that Mr. Hill needed the help of the farmer, the breadman, and the milkman?
11. How did these men help Mr. Hill?
12. What other people came to the grocery store?
13. These people did not bring food to Mr. Hill. What did they bring?

### Pages 160-162

Teacher: Do you think that Jim and Bobby have learned a great deal about the grocer? What do you think they will do now? Do you think they will make a grocery store? What do you think

would be a good thing for them to use for their grocery store? Yes, they have a playhouse at home. They can make that into a good grocery store, can't they?

Let us read the rest of the story to find out how Jim and Bobby made their grocery store.

When the children have read the material silently, they may discuss the grocery store which Jim and Bobby made. The teacher should stress the fact that materials can be rebuilt and modified to serve their purposes.

### Enrichment activities

After the children have read the story, they will probably wish to build a grocery store in their own school. If a playhouse has been built, it may be remodeled for the purpose. If there is no playhouse in the schoolroom, plans may be made for building a grocery store. The dramatized play of this story may include the farmer, the milkman, the breadman, and others who bring articles which are sold, as well as the visits of the buyers. If the teacher wishes, she may, in connection with this work, develop the concepts of money. She should stress the interdependence of people and may develop the ideas of barter and trade.

If possible, the children should visit a grocery store and talk to the grocer. Co-operative stories may be composed about the trip.

### Pages 163-168

The story on pages 163-168 is a review story based on the vocabulary introduced in the Preparatory Book or the alternate preparatory activities and repeated in preceding pages of the First Reader. The material on these pages is similar in character to material on pages 31-36. Since the material is the same in character as that on pages 31-36, the teacher may use it in any of the ways suggested for these pages. (See page 45 of this Manual.)

## BOOKS FOR THE LIBRARY TABLE

## Easy books

AUTHOR	TITLE	PUBLISHER
Gehres.	<i>Everyday Life.</i>	Winston.
Haders.	<i>Farmer in the Dell.</i>	Macmillan.
Johnston.	<i>Picture Book of Houses Around the World.</i>	Harter.
Serl.	<i>Work-a-Day Doings.</i>	Silver.
Smith.	<i>The Farm Book.</i>	Houghton.

## Other books to read

Hopkins.	<i>The Doers.</i>	Houghton.
Lent.	<i>The Storekeeper.</i>	Macmillan.
Read.	<i>Grandfather's Farm.</i>	Scribner.
	<i>Mr. Brown's Grocery Store.</i>	
Tippett.	<i>The Busy Carpenters.</i>	Grosset.
Zirbes.	<i>Story of Milk for Girls and Boys.</i>	Keystone View.

## Books to be read to the children

Cautley.	<i>Building a House in Sweden.</i>	Macmillan.
de Angeli.	<i>Ted and Nina Go to the Grocery Store.</i>	Doubleday.
Miller.	<i>Dean and Dot at the Dairy.</i>	Houghton.
	<i>Jimmy the Groceryman.</i>	
Orton.	<i>Danny's Country Store.</i>	Stokes.
	<i>Prince and Rover of Cloverfield Farm.</i>	
Fetersham.	<i>The Story Book of Houses.</i>	Winston.

**Poems to be read to the children**

"General Store," from *Taxis and Toadstools*, by Field (Doubleday).

"Houses," from *Taxis and Toadstools*, by Field (Doubleday).

"The Animal Store," from *Taxis and Toadstools*, by Field (Doubleday).

"The Cobbler's," from *Taxis and Toadstools*, by Field (Doubleday).

"The Florist Shop," from *Taxis and Toadstools*, by Field (Doubleday).

"The Toy Shop," from *Taxis and Toadstools*, by Field (Doubleday).

**Recommended films**

New England Fisherman.	Erpi Classroom Films, Inc.	1 reel.
Farm Animals.	Erpi Classroom Films, Inc.	1 reel.
Poultry on the Farm.	Erpi Classroom Films, Inc.	1 reel.
Shell Fishing.	Erpi Classroom Films, Inc.	1 reel.

**Suitable games**

Bancroft.	<i>Games</i> (Farmer in the Dell).	Macmillan.
	<i>Games</i> (London Bridge).	
	<i>Games</i> (Mulberry Bush).	
	<i>Games</i> (Oats, Peas, Beans).	

## Chapter VII

### DAILY LESSON PLANS FOR UNIT VI—"FOR FUN STORIES"

#### Topic

In the last unit of the First Reader are presented two humorous stories which children enjoy. Throughout the work of this unit the teacher should encourage the children to enjoy the humor of the stories and the illustrations. It is probably preferable that no detailed analytical work be undertaken and that the material be read largely for pleasure.

The work of the sixth unit consists of pages 169-199 of *Down Our Street* and of pages 123-136 of the Preparatory Book which accompanies the First Reader. The sequence of lessons is as follows:

*Preparatory Book*, pages 123-132 (or alternate preparatory activities)

*Down Our Street*, pages 169-178

*Preparatory Book*, pages 133-135 (or alternate preparatory activities)

*Down Our Street*, pages 179-199

*Preparatory Book* page 136 (comprises a comprehension test based upon the stories in Unit VI of *Down Our Street*).

The Preparatory Book pages, or the alternate preparatory activities, prepare the children with the necessary vocabulary and reading skills for successful and enjoyable reading in their Readers. It is therefore vitally important that each group of Preparatory Book pages, or alternate preparatory activities, be completed before the corresponding stories in the First Reader are read.

#### Related activities

The following list of activities, which may be undertaken to enrich and extend the materials of the unit, will be of assistance to the teacher:

1. *Topics for discussion, experience stories, etc.*

Make up other humorous stories, jokes, and cartoons

Tell humorous adventures

2. *Things to make and do.*

Dramatize "The Monkey Wants His Tail"

Plan and make a puppet show or "movie" of the story about "The Little Old Woman"

Make a book of funny pictures

Make a book of nonsense rhymes

### *Unit VI—Part 1*

A. PREPARATORY BOOK PAGES 123-132 (PREPARATION FOR PAGES 169-178 OF "DOWN OUR STREET")

#### Page 123

##### *New Words*

blanket	old
feather	woman

#### Minimum repetition

blanket: *Preparatory Book*, page 123, 123, 123, 123, 123.

*Down Our Street*, pages 170, 170, 170, 171, 171.

feather: *Preparatory Book*, page 123, 123, 123, 123, 123.

*Down Our Street*, pages 171, 171, 171, 172, 172.

old: *Preparatory Book*, page 123, 123, 123, 123, 123.

*Down Our Street*, pages 170, 170, 170, 170, 171.

woman: *Preparatory Book*, page 123, 123, 123, 123, 123.

*Down Our Street*, pages 170, 170, 170, 170, 171.

The teacher may follow the procedure suggested in the note to the teacher for page 123.

The *et* in *blanket* and the *th* and *er* in *feather* may be noted.

### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 123 of the Preparatory Book. She may obtain or draw simple pictures to illustrate the new words *blanket*, *feather*, *woman*. When the children have worked out the new words, additional pages may be made for the class dictionary. The *et* in *blanket* and the *th* and *er* in *feather* may be noted.

The teacher may print the following directions on the blackboard:

Draw a picture of a man.  
 Draw a picture of a woman.  
 Draw some children, too.  
 Now draw a very old man.  
 Draw a very old woman, too.

### Page 124

#### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 124.

When the work of the co-ordinating exercises has been completed, the teacher may present the phonogram *all* in the manner described on pages 33-35 of this Manual.

### Alternate preparatory activities

The teacher may print on the blackboard the first co-ordinating exercise found on page 124 of the Preparatory Book. She may obtain or draw a simple picture to illustrate one sentence in the group. The children may read the sentences silently and select the sentence which correctly describes the picture. If the teacher prefers, she may ask the children to select a sentence which they would like to illustrate.

When this work has been completed, the teacher may present the phonogram *all* in the manner described in pages 33-35 of this Manual.

The teacher may print the following directions on the blackboard:



Draw a bed for Judy.  
Put a blanket on the bed.  
Color the blanket blue.

Draw two feathers.  
Color the feathers black.

## Page 125

### *New Words*

twelve	pluck
geese	nice

### Minimum repetition

twelve: *Preparatory Book*, page 125, 125, 125, 125, 125.

*Down Our Street*, pages 171, 173, 173, 174, 180.

geese: *Preparatory Book*, page 125, 125, 125, 125, 125.

*Down Our Street*, pages 171, 172, 172, 173, 173.

pluck: *Preparatory Book*, pages 125, 125, 125, 126, 126.

*Down Our Street*, pages 172, 177, 177, 177, 180.

nice: *Preparatory Book*, pages 125, 125, 125, 125, 126.

*Down Our Street*, pages 172, 175, 177, 180, 182.

The teacher may follow the procedure suggested in the note to the teacher for page 125. The teacher may find it advisable to develop the concept of the word *pluck*.

The teacher may tell the children that geese not only serve as food, but are useful because of their feathers, which are used for pillows and were formerly used for feather beds, which often took the place of blankets. It is important that before the children read the material in the Reader, they understand the meaning of *feather bed*.

The teacher may review the phonogram *tr* in the manner described on pages 33-35 of this Manual.

### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 125 of the Preparatory Book. She may obtain or draw simple pictures to illustrate the new words *twelve* and *geese*.

The teacher may print on the blackboard the text of the co-ordinating exercise on page 125, omitting the word *here* in the direction. The children may read the text silently and follow the directions. When the work has been completed, the teacher may review the phonogram *tr* in the manner described on pages 33-35 of this Manual.

### Page 126

### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 126.

### Alternate preparatory activities

The teacher may print the following directions on the blackboard:

Father found twelve nice apples  
on a tree.

Draw an apple tree.

Draw twelve apples in a basket  
beside the tree.

The farmer has some geese.

They have fine white feathers.

When the farmer plucks the geese,  
he will have enough feathers  
for a nice feather bed.

Draw some fine geese for the farmer.

The teacher may print on the blackboard the text of the second co-ordinating exercise on page 126. The children may read each pair of words and select the numeral to which each word belongs. Various children may go to the blackboard and draw lines from the words to the correct numerals.

## Page 127

*New Words*

honk	bag
corn	gave

## Minimum repetition

honk: *Preparatory Book*, page 127, 127, 127, 127, 127.

*Down Our Street*, page 173, 173, 173, 173, 173.

corn: *Preparatory Book*, page 127, 127, 127, 127, 127.

*Down Our Street*, page 174, 174, 174, 174, 174.

bag: *Preparatory Book*, page 127, 127, 127, 127, 127.

*Down Our Street*, pages 174, 174, 175, 175, 175.

gave: *Preparatory Book*, page 127, 127, 127, 127, 127.

*Down Our Street*, pages 174, 175, 175, 197, 197.

The teacher may follow the procedure suggested in the note to the teacher for page 127.

## Re-use of Preparatory Book page 127

The children may reread the groups of sentences which accompany the new words on page 127. The children may select groups of sentences to illustrate with pictures. These pictures may be exhibited, and the children may guess which groups of sentences have been illustrated.

When the work of the co-ordinating exercise has been completed, the teacher may present the tense and person of verbs, suggesting the common ways of indicating tense and person of verbs.

## Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 127. She should obtain or draw simple pictures to illustrate the new words *corn* and *bag*.

The teacher may print on the blackboard the text of the co-ordinating exercise found on page 127. The children may read the sentences silently and select the word which correctly completes each

sentence. Various children may go to the blackboard and draw lines under the correct completing words.

When this work has been completed, the teacher may discuss the common methods of indicating tense and person.

## Page 128

### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 128.

Since the first co-ordinating exercise is a new type of exercise, the teacher should make very sure that the children understand the technique involved. This type of exercise may be used frequently if the teacher desires. It is of value in that it involves attentive reading, keeping the main thought well in mind, and recalling details.

### **Alternate preparatory activities**

The teacher may print on the blackboard the text of the first co-ordinating exercise on page 128 of the Preparatory Book. The children may read the material silently and decide which sentence should be omitted. Various children may indicate the sentence that should be omitted and should tell why they suggest omitting it.

The teacher may print on the blackboard the first group of sentences in the second co-ordinating exercise on page 128. The children may read the sentences and choose one to illustrate.

The teacher may print on the blackboard the remaining group of sentences of the second co-ordinating exercise. The children may read the sentences and choose one to illustrate.

## Page 129

### *New Words*

clouds  
much  
~~warm~~

### Minimum repetition

- clouds: *Preparatory Book*, page 129, 129, 129, 129, 129.  
           *Down Our Street*, pages 176, 176, 176, 193, 194.
- much: *Preparatory Book*, page 129, 129, 129, 129, 129.  
           *Down Our Street*, pages 175, 175, 175, 178, 178.
- warm: *Preparatory Book*, page 129, 129, 129, 129, 129.  
           *Down Our Street*, pages 175, 176, 177, 177, 180.

Before the work on this page is undertaken, the teacher should lead a general discussion of weather conditions, stressing particularly in the discussion clouds, fog, warm weather, and the like.

The teacher may follow the procedure suggested in the note to the teacher for page 129.

### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 129 of the *Preparatory Book*.

When the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may print the following directions on the blackboard:

A car is in the fog.

Draw the car in the fog.

A boy has too much ice cream.

Draw the boy and some ice cream.

The baby has a warm blanket  
on his bed.

Draw the bed for the baby.

Make the blanket blue.

### Enrichment activities

The children may make a weather chart for the class. A piece of oak tag suitably ruled for the days of the week may be put on the bulletin board. The children may indicate sunny weather, rainy weather, and snowy weather by such symbols as a yellow sun, an umbrella, and a snowman. If the teacher wishes, she may show the children how to read a thermometer, and temperature recordings may be made for the weather chart.

The teacher may read the following poem aloud:

One misty moisty morning,  
When cloudy was the weather,  
I met a little old man  
Clothed all in leather,  
With a strap below his chin.  
How do you do, and how do you do  
And how do you do again?

### Page 130

#### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 130.

When the work of the first co-ordinating exercise has been completed, the teacher may present the phonogram *cl* in the manner described on pages 33-35 of this Manual.

### Alternate preparatory activities

The teacher may print on the blackboard the text of the co-ordinating exercise on page 130 of the Preparatory Book. The teacher may obtain or draw a simple picture to illustrate one sentence in each group. The children may read the group of sentences silently and select the sentence which correctly describes the picture. Various children may indicate their choices.

When this work has been completed, the teacher may review the phonogram *cl* in the manner described on pages 33-35 of this Manual.

The teacher may print on the blackboard the text of the second co-ordinating exercise on page 130. The children may read each riddle silently and select the correct answer for the riddle. The children may then draw pictures to illustrate the riddles.

### Page 131

#### *New Words*

towel	used
use	rain

#### Minimum repetition

- towel: *Preparatory Book*, page 131, 131, 131, 131, 131.  
*Down Our Street*, pages 179, 179, 180, 181, 182.
- use: *Preparatory Book*, page 131, 131, 131, 131, 131.  
*Down Our Street*, pages 178, 179, 180, 180, 181.
- used: *Preparatory Book*, page 131, 131, 131, 131, 131.  
*Down Our Street*, pages 179, 179, 179, 179, 181.
- rain: *Preparatory Book*, pages 131, 131, 131, 131, 132.  
*Down Our Street*, pages 176, 176, 193, 193, 194.

The teacher may follow the procedure suggested in the note to the teacher for page 131.

When the children have completed the work of the co-ordinating exercise, the teacher may review the phonograms *ow* (as in *cow*), *br*, and *ee* in the manner described on pages 33-35 of this Manual

#### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 131. She may obtain or draw simple pictures to illustrate *towel* and *rain*.

The teacher may print on the blackboard the groups of sentences in the co-ordinating exercise, making a simple drawing to illustrate one sentence in each group. The children may read each group of sentences and select the sentence which describes each picture.



## Page 132

### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 132.

#### Alternate preparatory activities

The teacher may print on the blackboard the text of the co-ordinating exercise found on page 132 of the Preparatory Book. The children may read the story silently and may then select the words that tell what Jim used to make the birdhouse. They may draw a picture of the birdhouse.

#### B. "DOWN OUR STREET," PAGES 169-178

When the children have completed the work of Preparatory Book pages 123-132, or the corresponding alternate preparatory activities, they are prepared to read pages 169-178 in *Down Our Street*.

## Page 169

Teacher: Now we are going to begin the last chapter in our book. You will find the name of this chapter on page 169. Look at page 169. Who will read the name of the chapter? What kind of stories do you think we will read? Do you like to read funny stories?

## Pages 170-176

Teacher: The first story in our last chapter begins on page 170. Do you see the little old woman? This is a story about the little old woman. Who will find the name of the story? Who will read the name of the first part of the story?

The second part of the story begins on page 174 and ends at the bottom of page 176. Let us read the first two parts of this story and find out about the little old woman.

When the children have read the material silently, the teacher may ask the following questions:

1. How many blankets did the little old woman have?
2. Why do you think the little old woman could not buy a feather bed?

3. Why did the little old woman buy twelve geese?
4. What happened when the little old woman went to the barn the first morning?
5. What did the geese want?
6. Where did the little old woman go to get the corn?
7. What made the little old woman decide that it was time to make the feather bed?

### Pages 177-178

Let us read the next part of the story and find out whether the old woman plucked the geese. This part of the story begins on page 177 and ends at the bottom of page 178. Read this part of the story silently.

When the children have read the material silently, the teacher may ask them to reread the sentences that tell why the little old woman did not want to take the feathers from the geese.

## Unit VI—Part 2

### A. PREPARATORY BOOK PAGES 133-135 (PREPARATION FOR PAGES 179-199 OF "DOWN OUR STREET")

#### Page 133

#### *New Words*

because	grass
river	clever

#### Minimum repetition

- because: *Preparatory Book*, page 133, 133, 133, 133, 133.  
           *Down Our Street*, pages 181, 182, 185, 186, 195.
- river: *Preparatory Book*, page 133, 133, 133, 133, 133.  
           *Down Our Street*, pages 186, 186, 187, 195, 195.
- grass: *Preparatory Book*, page 133, 133, 133, 133, 133.  
           *Down Our Street*, pages 186, 187, 191, 191, 192.
- clever: *Preparatory Book*, pages 133, 133, 133, 133, 134.  
           *Down Our Street*, pages 181, 182, 185, 190, 198.

The teacher may follow the procedure suggested in the note to the teacher for page 133.

If necessary, the teacher may explain the difference between a river and a lake or pond. With respect to the second co-ordinating exercise on this page, the teacher may stress again the value of finding familiar words or word parts in other words.

### Alternate preparatory activities

The teacher may print on the blackboard the new vocabulary and the accompanying text presented on page 133 of the Preparatory Book. She may obtain or draw simple pictures to illustrate the new words *river* and *grass*. After the children have worked out the new words, additional pages may be made for the class dictionary.

The teacher may print the following directions on the blackboard:

The clever monkey ran away  
with a piece of cake.

Draw the monkey and the piece  
of cake.

The teacher may print on the blackboard the text of the second co-ordinating exercise on page 133. The children may read each word and find the small word that it contains. Various children may indicate the small word in each large word, or if the teacher prefers, the children may write on their papers the small words which they find in the big words. In connection with this work the teacher should stress the value of finding familiar words or word parts in other words.

### Page 134

### *No New Words*

The teacher may follow the procedure suggested in the note to the teacher for page 134.

When the work of the co-ordinating exercise has been completed, the teacher may review the familiar phonograms *gr*, *tr*, *cl*, and *er*.

With respect to the second co-ordinating exercise, the teacher may, if she feels it necessary, explain the technique of working out this exercise.

### Alternate preparatory activities

The teacher may print on the blackboard the groups of words in the first co-ordinating exercise found on page 134 of the Preparatory Book. The teacher may obtain or draw a simple illustration for one word in each group and ask the children to select the correct identifying word. If she prefers, she may read aloud questions whose answers involve the words in the word groups, and ask the children to select the correct answers.

When this work has been completed, the teacher may review the familiar phonograms *gr*, *tr*, *cl*, and *er*.

The teacher may print on the blackboard the text of the second co-ordinating exercise on page 134. The children may read the material silently and find the sentence which does not belong with the story. When this work has been completed, the children may draw pictures to illustrate the story.

### Page 135

Page 135 constitutes a test which tests the child's mastery of the vocabulary of Unit VI in *Down Our Street*.

When the teacher is assured that the children understand the technique involved in the exercise, she may read aloud the following words, allowing ample time for every child to find each word and underline it. The marking should be done with crayons.

old	warm	blanket	our	rode
fog	twelve	geese	puppy	because
pluck	much	honk	clean	hold
cloud	rain	used	tricks	until

When this work has been completed, the teacher may instruct the children to use crayons of a different color to mark the following words:

other	woman	buttons	once	need
feather	towel	grass	plate	beaver
pulled	nice	hello	work	give
clever	river	use	there	hole

### Alternate preparatory activities

The teacher may print on the blackboard the groups of words in the vocabulary test on page 135 of the Preparatory Book. In view of the fact that the teacher will probably wish an objective record of each child's mastery of vocabulary, it is suggested that the teacher number the words. As the teacher reads a word, each child may find it and write its number on his paper. The teacher should make sure that every child understands the technique involved in the exercise before she reads the words aloud.

### B. "DOWN OUR STREET," PAGES 179-199

When the children have completed the work of Preparatory Book pages 133-135, or the corresponding alternate preparatory activities, they are prepared to read pages 179-186 in *Down Our Street*. They may also read the review story on pages 187-199, which is based on the vocabulary introduced in the Preparatory Book and repeated in the First Reader prior to these pages.

When the children have read pages 179-199 in *Down Our Street*, the teacher may administer the comprehension test for Unit VI, which is presented on page 136 of the Preparatory Book.

### Pages 179-182

Teacher: Let us find out how the little old woman made the feather bed. Read the rest of this story silently. The story ends at the bottom of page 182.

The teacher should encourage the children to enjoy the humor of this story and of the illustrations which accompany it. No particular detailed analysis of the story need be required.

When the children have read the material silently, they may retell the story about the little old woman and her twelve geese. The teacher may call the children's attention to the end papers of the book and tell them that the artists who illustrated the book liked the story so much that they made another picture of the story.

### Enrichment activities

The children may make a "movie" or a puppet show of the little old woman and her twelve geese. The children may draw pictures to illustrate important events of the story.

### Pages 183-186

Teacher: Now we are going to start to read the last story in our book. This story begins on page 183. Look at the picture on page 183. Look at the title, too. Can you tell what this story is going to be about? Let us read to the bottom of page 186 and find out about this clever monkey.

When the children have read the material silently, the teacher may ask them the following questions:

1. Which animal could climb best?
2. What did the monkey do every time he came down from the trees?
3. Why didn't the rabbit like the monkey?
4. What did the monkey sometimes do to the rabbit?
5. What did the rabbit say he was going to do to the monkey?
6. Do you wonder what trick the rabbit will play on the monkey?

### Pages 187-199

The material on these pages is similar in character to the material on pages 31-36. The story contains no vocabulary that has not been introduced and adequately repeated in the Preparatory Books and repeated in preceding pages of the Reader. Since the material is the same in character as that on pages 31-36, the teacher may use it in any of the ways suggested for these pages. (See page 41 of this Manual.)

### BOOKS FOR THE LIBRARY TABLE

#### Easy books

AUTHOR	TITLE	PUBLISHER
Ayer.	<i>The Quins' Book.</i>	Nelson.
Dootson.	<i>A Riddle Book.</i>	Rand, McNally.
La Rue.	<i>F-U-N Book.</i>	Macmillan.
La Rue.	<i>Good Time Book.</i>	Macmillan.



### Other books to read

Brock.	<i>The Pig with the Front Porch.</i>	Knopf.
Brock.	<i>The Runaway Sardine.</i>	Knopf.
Bryan.	<i>Fun With Michael.</i>	Doubleday
Kunhardt.	<i>Junket Is Nice.</i>	Harcourt.
Lenski.	<i>Sugarplum House.</i>	Harper.
Orton.	<i>The Little Lost Pigs.</i>	Stokes.

### Books to be read to the children

du Bois.	<i>Giant Otto.</i>	Viking.
Flack.	<i>Walter, the Lazy Mouse.</i>	Doubleday.
Gag.	<i>Millions of Cats.</i>	Coward.
Leaf.	<i>The Story of Ferdinand.</i>	Viking.
Lear.	<i>The Complete Nonsense Book.</i>	Dodd.
Newell.	<i>The Little Old Woman Who Used Her Head.</i>	Nelson.
Peirce.	<i>How Percival Caught the Tiger.</i>	Holiday.
Reid.	<i>Bobo Dee.</i>	Oxford.

### Poems to be read to the children

- "Eletelephony," from *Tirra Lirra: Rhymes Old and New*, by Richards (Little).  
 "Fog," by Sandburg, from *Sung Under the Silver Umbrella* (Macmillan).  
 "Goose Girl," from *Magpie Lane*, by Turner (Harcourt).  
 "Linda Lou," from *Magpie Lane*, by Turner (Harcourt).  
 "Loofah, the Bull," from *All About Me*, by Drinkwater (Houghton).  
 "Mary Middling," by Fyleman, from *Sung Under the Silver Umbrella* (Macmillan).  
 "Miss T," from *Peacock Pie*, by de la Mare (Holt).  
 "The Buffalo," from *Tirra Lirra: Rhymes Old and New*, by Richards (Little).  
 "The Crocodile," from *Tirra Lirra: Rhymes Old and New*, by Richards (Little).  
 "The Egg," from *Tirra Lirra: Rhymes Old and New*, by Richards (Little).



**Suitable games**

Bancroft.

*Games* (Bean Porridge Hot).

Macmillan.

*Games* (Mother, Mother, the Pot Boils Over).**Recommended films**

Bunny Rabbit.

Erpi Classroom Films, Inc.

1 reel.

Poultry on the Farm.

Erpi Classroom Films, Inc.

1 reel.





PE 1121 G25 v.1 Man.  
Gates, Arthur Irving, 1890-.  
The new work-play books

0256696W CURR

COMPACT STORAGE

A4164

University of Alberta Library



0 1620 0235 4494